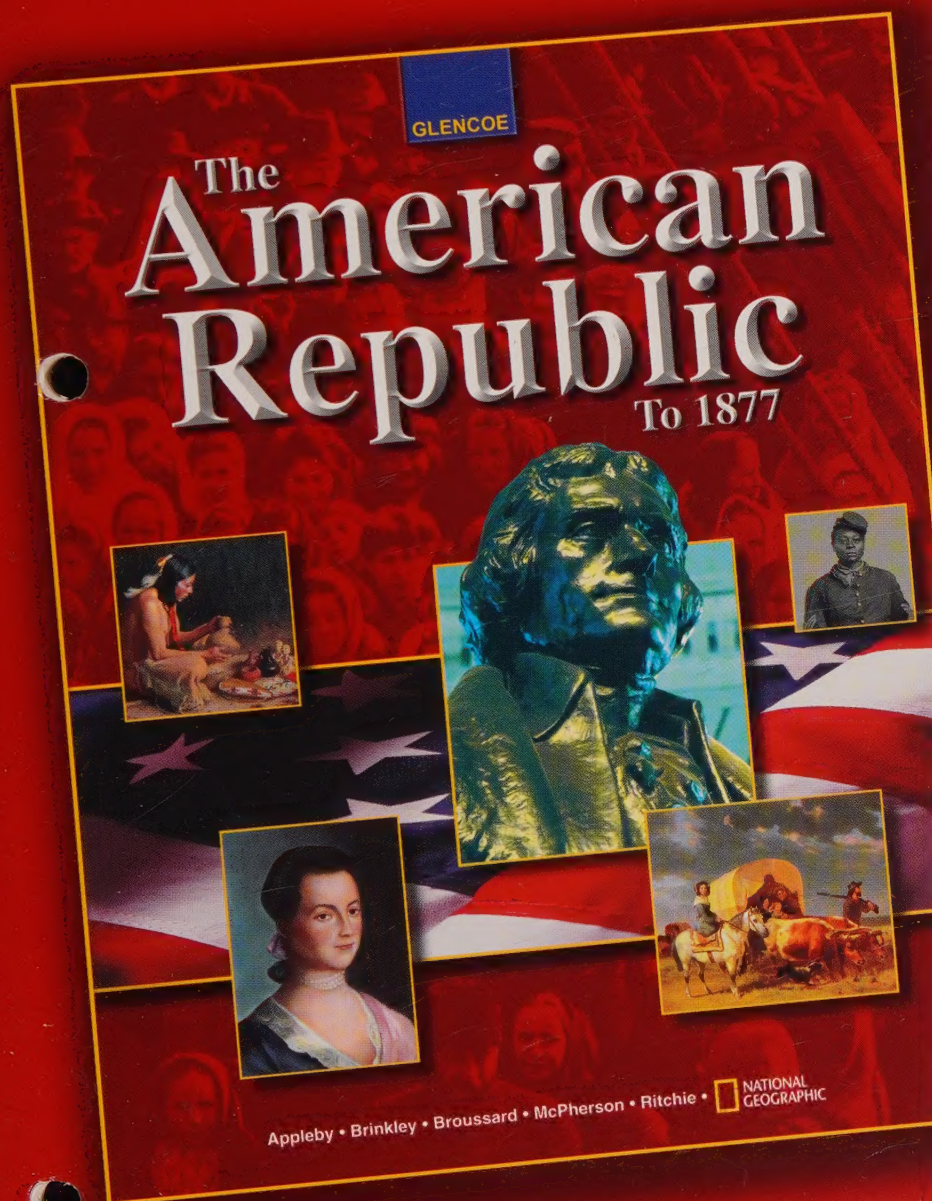


UNIT 7 RESOURCES**Modern America Emerges**

*Resources and Activities organized
for the way you teach—by Unit,
Chapter, and Section*

**INCLUDES:****HANDS-ON ACTIVITIES**

- Hands-On History Activities
- History Simulations and Problem-Solving Activities

APPLICATION AND ENRICHMENT

- Cooperative Learning Activities
- Citizenship Activities: History and Your Community
- Linking Past and Present Activities
- Primary Source Readings
- Enrichment Activities

INTERDISCIPLINARY ACTIVITIES

- American Literature Readings
- Interdisciplinary Connections Activities
- Economics and History Activities

REVIEW AND REINFORCEMENT

- Time Line Activities
- Vocabulary Activities
- Critical Thinking Skills Activities
- Chapter Skills Activities
- Guided Reading Activities
- Reteaching Activities

GEOGRAPHY

- Geography and History Activities

COMPLETE ANSWER KEY



The American Republic To 1877

Unit 7 Resources Modern America Emerges

Chapter 18 Reshaping the Nation

Chapter 19 The Making of Modern America



**Glencoe
McGraw-Hill**

New York, New York Columbus, Ohio Chicago, Illinois Peoria, Illinois Woodland Hills, California

BOOK ORGANIZATION

Glencoe offers resources that accompany *The American Republic to 1877* to expand, enrich, review, and assess every lesson you teach and for every student you teach. Now Glencoe has organized its many resources for the way you teach.

How This Book is Organized

Each unit resources book offers blackline masters at unit, chapter, and section levels for each unit. Each book is divided into three parts—unit-based resources, chapter-based resources, and sectioned-based resources. Glencoe has included tabs at the side of every activity page in this book to help you navigate.

Unit-Based Resources

We have organized this book so that all unit resources appear in the first part of the unit resources books. Although you may choose to use the specific activities at any time during the course of unit study, Glencoe has placed these resources up front so that you can review your options. For example, although American Literature Reading 1 appears in the front part of this book, you may plan to use this activity in class during the study of the Native Americans in Chapter 11.

Chapter-Based and Section-Based Resources

Chapter-based resources follow the unit materials. For example, Chapter 1 blackline masters appear in this book immediately following Unit 1 materials. The materials appear in the order you teach—Chapter 1 activities; Chapter 1, Section 1 activities; Chapter 1, Section 2 activities; and so on. Following the end of the last section activity for Chapter 1, the Chapter 2 resources appear.

A Complete Answer Key

A complete answer key appears at the back of this book. This answer key includes answers for every activity in the book in the order in which the activities appear in the book.

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TABLE OF CONTENTS

To the Teacher	v
Unit 7 Resources	vi
Citizenship Activity 7	1
Economics and History Activity 7	3
Cooperative Learning Activity 7	5
American Literature Reading Activity 7	7
Interdisciplinary Connections Activity 7	9
Hands-On History Activity 7	11
History Simulations and Problem Solving 7	13
 Chapter 18 Resources	 20
Vocabulary Activity 18	21
Chapter Skills Activity 18	23
Critical Thinking Skills Activity 18	25
Geography and History Activity 18	27
Time Line Activity 18	29
Linking Past and Present Activity 18	31
Primary Source Reading 18	33
 Chapter 18, Section Resources	 34
Guided Reading Activity 18-1	35
Guided Reading Activity 18-2	36
Guided Reading Activity 18-3	37
Guided Reading Activity 18-4	38
 Reteaching Activity 18-1	 39
Reteaching Activity 18-2	40
Reteaching Activity 18-3	41
Reteaching Activity 18-4	42
 Enrichment Activity 18-1	 43
Enrichment Activity 18-2	44
Enrichment Activity 18-3	45
Enrichment Activity 18-4	46

WITHDRAWN

Chapter 19 Resources	47
Vocabulary Activity 19	48
Chapter Skills Activity 19	49
Critical Thinking Skills Activity 19	51
Geography and History Activity 19	53
Time Line Activity 19	55
Linking Past and Present Activity 19	57
Primary Source Reading 19	59
 Chapter 19, Section Resources	 60
Guided Reading Activity 19-1	61
Guided Reading Activity 19-2	62
Guided Reading Activity 19-3	63
Guided Reading Activity 19-4	64
 Reteaching Activity 19-1	 65
Reteaching Activity 19-2	66
Reteaching Activity 19-3	67
Reteaching Activity 19-4	68
 Enrichment Activity 19-1	 69
Enrichment Activity 19-2	70
Enrichment Activity 19-3	71
Enrichment Activity 19-4	72
 Answer Key	 73

To The Teacher

The Total Package—*The American Republic to 1877* Unit Resources

Glencoe's Unit Resources books are packed with activities for the varied needs of all of your students. They include the following activities.

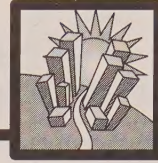
Activities Found in Unit Resources Booklets

- **Citizenship Activities: History and Your Community**
These activities are designed to provide students with a variety of opportunities to participate in their communities at the grassroots level. These service-learning projects help students understand how history affects their own lives on a daily basis.
- **Economics and History Activities**
These activities are designed to provide students with the opportunity to analyze and interpret historical concepts and events in relation to economics. These assignments make extensive use of maps, graphic organizers, and economic data to help students appreciate how history and economics are interrelated.
- **Cooperative Learning Activities**
These activities offer students management directions for working together on a variety of activities that enrich prior learning. These activities promote a shared learning experience as well as encourage individual accountability among group members.
- **American Literature Readings**
These readings provide students with the opportunity to read literature by or about people who lived during different historical periods. Each selection is preceded by background information and a guided reading suggestion, and followed by comprehension and critical thinking questions.
- **Interdisciplinary Connections**
These activities intersect history with other areas of study, such as art, geography, math, and economics. These activities give students a well-rounded picture of the correlation between history and other subjects.
- **Hands-On History Activities**
These practical activities give students the chance to do as their forebears did by making utensils and foods commonly used in early history. Each activity gives the student little-known facts and insights about that particular historical period.
- **History Simulations and Problem Solving**
These activities provide situations for students to use critical thinking and other American history skills in simulated historical settings. These reenactment activities give students the experience of participating in the democratic process through debates, mock trials, voting, and political campaigns.
- **Vocabulary Activities**
These review and reinforcement activities help students to master unfamiliar terms used in the student text. The worksheets emphasize identification of word meanings and provide visual and kinesthetic reinforcement of language skills.
- **Chapter Skills Activities**
These activities allow students to practice their critical thinking and social studies skills with the information learned in the student text and apply it to real world situations. These chapter-based activities will help students develop the basic skills needed to adapt to new situations and content.
- **Critical Thinking Skills Activities**
These activities help students develop their ability to interpret, compare, contrast, and assess information and use it to analyze, make predictions, and reach logical and valid judgements and conclusions. These high level thinking activities are vitally important to a student's ability to function in an ever-changing world.
- **Geography and History Activities**
These activities help students become familiar with map skills and the role geography plays in history. Students will interpret and analyze maps in relation to historical events.
- **Time Line Activities**
Time lines are used to help students become aware of chronology in major historical events. Comparative time lines allow students to see relationships among events in different regions of the country, among events in different countries, or among events on different continents.
- **Linking Past and Present Activities**
By recognizing the link between the past and the present, students will better understand the relevancy of history to their lives. For example, exploring the changes in information technology from the printing press to computerized desktop publishing will help students realize the past is a prologue to what is present in today's world.
- **Primary Resource Readings**
This booklet allows students to see history through the eyes of those who witnessed historic events, lived in historic periods, and participated in historic cultures. Each reading is preceded by an interpretive paragraph and concludes with an engaging activity related to the primary resource reading.
- **Guided Reading Activities**
These activities provide help for students who are having difficulty organizing the information found in the sections. Students fill in missing information in outlines and sentence completion activities and respond to short-answer questions.
- **Reteaching Activities**
These are a variety of activities designed to enable students to visualize the connections among facts in their textbook and major review concepts. Graphs, charts, and tables are among the many types of graphic organizers used.
- **Enrichment Activities**
These activities introduce students to content that is different from, but related to, the themes, ideas, and information in the student textbook. Enrichment activities help students develop a broader and deeper understanding of the concepts and ideas presented in the sections.

Unit 7 Resources

Citizenship Activity 7: <i>Recycling—It's Everyone's Job</i>	1
Economics and History Activity 7: <i>Paying for Government</i>	3
Cooperative Learning Activity 7: <i>Speaking on Vietnam</i>	5
American Literature Reading 7: <i>Immigrant Life</i>	7
Interdisciplinary Connection 7: <i>History and the Arts</i>	9
Hands-On History Activity 7: <i>Making and Using a Barometer</i>	11
History Simulations and Problem Solving 7: <i>Arguing Brown v. Board of Education of Topeka, Kansas</i>	13

Citizenship Activity 7



Recycling—It's Everyone's Job

WHY IT'S IMPORTANT

What is recycling? Why is it important to recycle? How can recycling help to improve your community? How have the practices of the past led to the need for recycling today? How is recycling beneficial to both the environment and the economy?

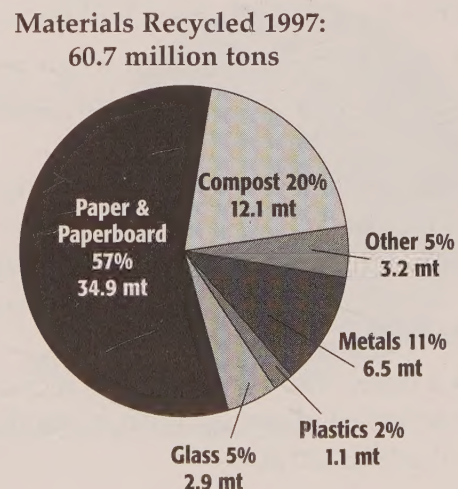
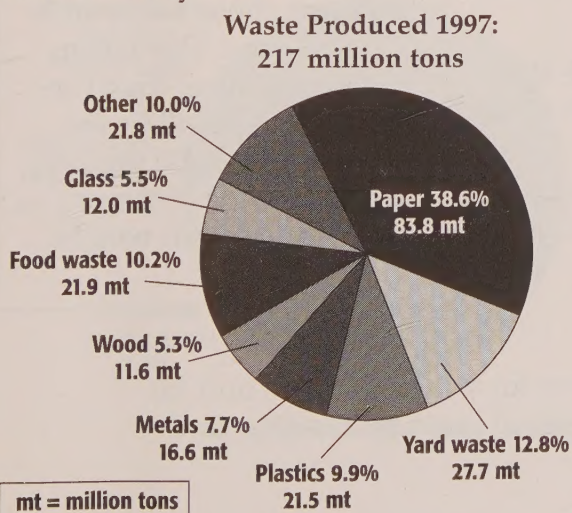
BACKGROUND

The early 1900s saw an effort to help people. Those individuals in social reform led the campaign for improved working conditions, regulation of child labor, improved health care, and better quality food and medicine. There was a sense of working together to make a better life for everyone.

During World War I and World War II, people collected and turned in metal and rubber for the war effort. Women used flour and sugar sacks to make clothing and quilts. Clothes were handed down to family members. Throughout the first half of the 1900s, people saved, reused, and recycled as part of their way of life.

Peacetime and an improved economy brought about a new way of living. For many years, few people thought about what happened to cans, empty TV dinner trays, or food boxes that they tossed into the trash. On the edge of many cities were towering landfills crammed with old clothes, furniture, boxes, appliances, and other trash. People began to notice that the landfills were not only unsightly but an environmental problem as well. Something had to be done to reduce the amount of trash that was produced. Recycling was the answer.

Look at the graphs below that show the amount of waste produced and materials recycled in 1997.



SOURCE: U. S. Environmental Protection Agency. Characterization of MSW in the United States: 1998 Update, Washington, D.C.

Citizenship Activity 7**QUESTIONS TO ASK**

1. Which product produced the most waste in 1997?

2. What product was recycled the most? How many tons of that product were recycled in 1997?

3. What material is recycled the least? How many tons are recycled? What percentage of recycled material does it make up?

4. What does the information tell about American waste habits?

YOUR TASK

Your task is to create a recycling program for your home.

HOW TO DO IT

1. Research to learn about recycling programs in your community. Do your city services include a recycling pickup, or do you need to make arrangements with a private recycling business?
2. Have a family meeting. Discuss recycling including its benefits and responsibilities.
3. Evaluate the trash produced in your home. Which of it is recyclable? How can it be recycled? What type of containers will be used?
4. Make a schedule of dates when recyclables are either picked up or when the drop-off sites are open.
5. Once a month evaluate your home recycling efforts. Make any changes needed to the organization, schedule, or material recycled.

DID YOU KNOW?

Each person in America produces about 4.4 pounds of trash a day. This means that in a lifetime, the average American will throw away about 90,000 pounds of garbage, or 600 times the person's adult weight.

FOLLOW-UP ACTIVITY

As a class, discuss improved recycling efforts for your classroom and for your school. Follow up with improvements agreed upon by the class and school administration.

Economics and History Activity 7



Paying for Government

BACKGROUND

Every year the president of the United States must submit a national budget, or spending plan, for Congress to approve. This national budget must show how money is spent and where the money comes from. Congress tries to create a national budget where the amount of government money spent is equal to the amount of money the government takes in.

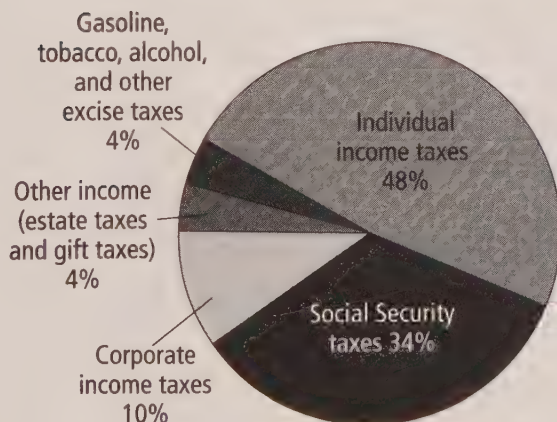
INCOME SOURCES AND EXPENSES

The federal government receives its tax income from several sources. Individual income taxes are the greatest source of revenue, or income the government receives. Federal income is divided into many expense areas. Though the largest area of the budget supports United States armed forces and other defense-related areas such as the space program, services to citizens also make up a large part of the revenue total.

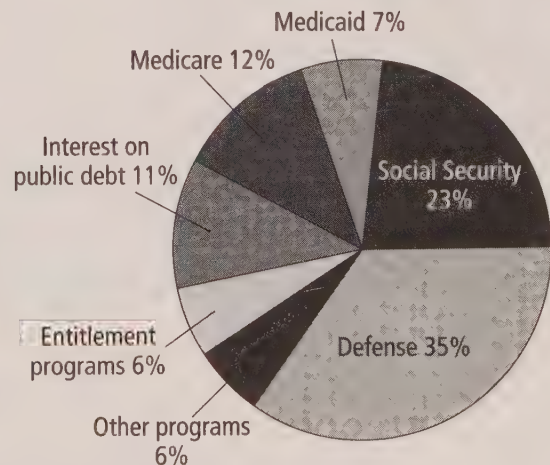
Entitlement programs, such as food stamps, veterans' benefits, unemployment insurance, payment to farmers, and environment protection, cost \$111 billion in 2001. Medicare (health insurance for the elderly) and Medicaid (health insurance for the needy) cost the government \$342 billion. The federal budget for 2001 came to \$1.835 trillion. The government collected \$2.019 trillion through taxes, leaving the 2001 budget with a \$184 billion surplus, or additional money, for the government to spend.

DIRECTIONS: Use the graphs to answer the following questions.

Sources of Federal Income 2001



Federal Expenses



SOURCE: Office of Management and Budget, United States Treasury Department, 2001.

(continued)

Economics and History Activity 7



UNIT 7

1. From which source does the federal government receive most of its revenue?

2. Where are most federal dollars spent?

3. What percentage of federal dollars was spent to pay interest on the public debt in 2001?

4. How can taxes affect the economic growth of a nation?

5. If you could change the way dollars are spent, how would you change the percentages for the seven areas shown on the circle graph? Explain your reasoning.

CRITICAL THINKING

Analyzing Information How could the federal government reduce the amount of taxes it needs to pay for federal expenses?

★ Cooperative Learning Activity 7 ★

**Speaking on Vietnam****★ BACKGROUND**

Like the Civil War and the Revolutionary War, the war in Vietnam tore families apart and divided friends. Some people believed they best served their country by fighting in the war. Others believed the best way to serve the country was to refuse to serve in a war they could not support.

★ GROUP DIRECTIONS

1. Many people alive today took part on one side or the other of the controversy surrounding the Vietnam War. Invite one or two of them to speak to the class and participate in a class discussion. If possible, invite one Vietnam veteran and one person who protested the war.
2. Identify the resources in your area for finding Vietnam veterans and people who protested the war who are willing to speak about their experiences. Ask parents, friends, and your teacher if they know of someone who might speak to your class. Talk to the Veterans of Foreign Wars and ask them to recommend a speaker.
3. Make a list of people who are available and decide who to invite to speak.
4. Work with your teacher and your guest(s) to organize the visit.

Planning for Outside Speakers**Coordinate with the speakers**

- Issue invitations to the speakers and arrange dates and times.
- Assign a student to meet the speakers and make sure they know where to go. Make sure speakers have everything they need for their presentations.
- After the visit, send thank-you notes to the speakers.

Coordinate with school authorities

- Agree with your teacher on dates and times for the speakers.
- Find out school procedures for outside visitors and make sure these procedures are followed.

Coordinate the event

- Act as the moderator: introduce the speaker in the beginning, moderate the class discussion, and thank the speaker at the end.

★ Cooperative Group Process

1. Assign group members resources to check to find possible people to speak to the class.
2. Visit, phone, write letters to, or contact via e-mail local resources to get information on possible speakers.

★ Cooperative Learning Activity 7 ★



3. Meet together as a group and have each individual report on what he or she has found. Use the information to choose which speaker(s) to invite. Rank the speakers in order of preference; if your first choice cannot visit your class, you have additional speakers to contact.
4. Use the material in the box as a guide as you assign group members all the tasks involved in having an outside speaker talk to the class. Have one group member act as the overall coordinator who is responsible for making sure that all individual tasks are accomplished.
5. Research and read about the war in Vietnam. Prepare pertinent, or related, questions to ask your chosen speaker.

★ Group Process Questions

- What is the most interesting thing you learned about the war in Vietnam?
- Which part of this project gave you the most difficulties?
- How was it helpful for you to work together?

**Quick
CHECK**

1. Was the goal of the assignment clear at all times? _____

2. Did you have trouble agreeing on who to invite to speak? _____

3. Were you pleased with your contribution to the project? _____

American Literature Reading 7**Immigrant Life**

About the Selection In *A Walker in the City*, Alfred Kazin (born in 1915) fondly reflects on his experiences growing up in the tenements of Brooklyn, New York. The following selection, "The Kitchen," focuses on the author's impressions of his mother, a Polish immigrant. In this moving account, Kazin reveals his mother's strength of spirit as she works to keep her family together despite poverty and her own intense loneliness.

GUIDED READING As you read, try to picture the author's kitchen in your mind.

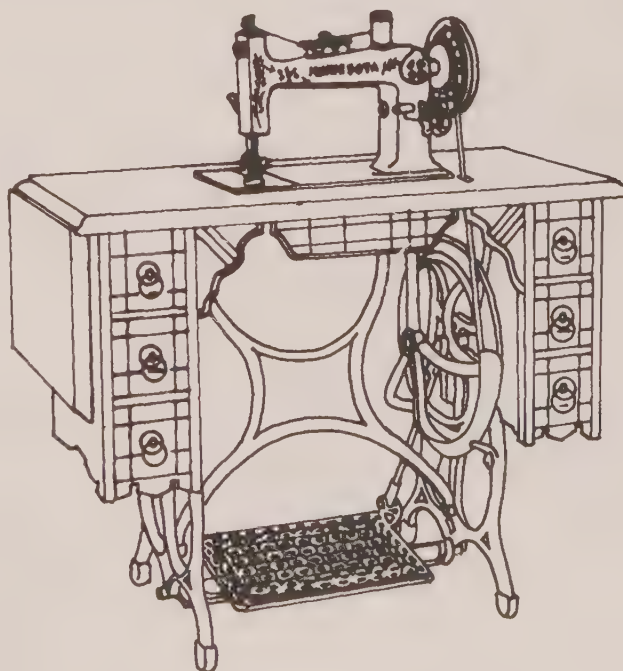
"The Kitchen" from *A Walker in the City*

by Alfred Kazin

In Brownsville tenements the kitchen is always the largest room and the center of the household. As a child I felt that we lived in a kitchen to which four other rooms were annexed. My mother, a "home" dressmaker, had her workshop in the kitchen. . . . For three or four dollars she would study the fashion magazines with a customer, go with the customer to the remnants store on Belmont Avenue to pick out the material, argue the owner down . . . and then for days would patiently fit and baste and sew and fit again. . . .

The kitchen held our lives together. My mother worked in it all day long, we ate in it almost all meals except the Passover *seder*, I did my homework and first writing at the kitchen table, and in winter I often had a bed made up for me on three kitchen chairs near the stove. . . . The walls were a fiercely stippled whitewash, . . . A large electric bulb hung down the center of the kitchen at the end of a chain that had been hooked into the ceiling; . . .

The kitchen gave a special character to our lives; my mother's character. All my memories of that kitchen are dominated by the nearness of my mother sitting all day long at her sewing machine, by the clacking of the treadle against the linoleum floor, by the patient twist of her right shoulder as



American Literature Reading 7



she automatically pushed at the wheel with one hand or lifted the foot to free the needle where it had got stuck in a thick piece of material. The kitchen was her life. Year by year, as I began to take in her fantastic capacity for labor and her anxious zeal, I realized it was ourselves she kept stitched together. . . .

When I went to bed at night, often she was still there, pounding away at the treadle, hunched over the wheel, her hands steering a piece of gauze under the needle with a finesse that always contrasted sharply with her swollen hands and broken nails. Her left hand had been pierced through when as a girl she had worked in the infamous Triangle Shirtwaist Factory on the East Side. A needle had gone straight through the palm, severing a large vein. They had sewn it up for her so clumsily that a tuft of flesh always lay folded over the palm. . . .

Twice a year, on the anniversaries of her parents' deaths, my mother placed on top of the ice-box an ordinary kitchen glass packed with wax, the *yortsayt*, and lit the candle in it. Sitting at the kitchen table over my homework, I would look across the threshold to that mourning-glass, and sense that for my mother the distance from our kitchen to *der heym*, from life to death, was only a flame's length away. Poor as we were, it was not poverty that drove my mother so hard, it was loneliness—some endless bitter brooding over all those left behind, dead or dying or soon to die; a loneliness locked up in her kitchen that dwelt every day on the hazardousness of life and the nearness of death, but still kept struggling in the lock, trying to get us through by endless labor.

SOURCE: "The Kitchen" from *A Walker in the City*. New York, Harcourt Brace Jovanovich, 1951.

DIRECTIONS: Recalling Facts Answer the following questions.

1. What does the narrator's mother do for her clients before making the dresses?

2. What happened to his mother's hand? _____

3. **CRITICAL THINKING** What does the author mean by the statement, ". . . I realized it was ourselves she kept stitched together." _____

4. What do you think is the most powerful image in this selection? Explain your answer.

5. **READER RESPONSE** How do you think you would feel about visiting the Kazins' kitchen? Explain your answer. _____

Interdisciplinary Connection 7



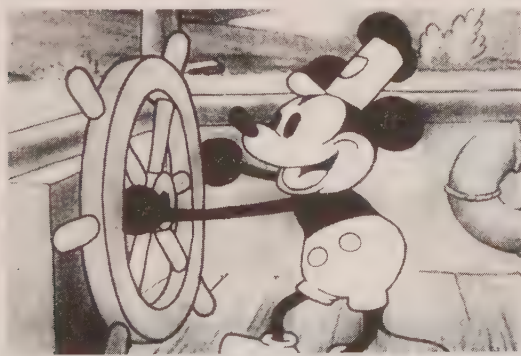
History and the Arts

THE SHORT CARTOON

Movie audiences during the 1930s, 1940s, and 1950s, saw short animated cartoons preceding the main feature. Even if the average moviegoer did not enjoy every movie, there was always a good chance that the cartoon would be entertaining.

ANIMATION

Animation produces the illusion of movement from a series of drawings. The cinematographer, or movie photographer, takes a series of pictures called frames. On each frame is one part of a sequence of drawings or paintings. In each illustration, the position of the figures or objects is very slightly different. When the frames are projected in order at 24 frames a second, the figures appear to move.



A frame from Walt Disney's *Steamboat Willie*

STEAMBOAT WILLIE

Cartoons were made before 1910, but the first cartoon with sound, *Steamboat Willie*, was not produced until 1928. The creator of the cartoon was Walt Disney. During the 1920s Disney had produced short animated commercials and humorous animated cartoons with Ub Iwerks. Iwerks was the primary artist, while Disney provided the ideas and business skills. In 1927 Disney had an idea for a new character based on a mouse he had

befriended. He named the character Mortimer Mouse. The next year, Mortimer was renamed Mickey Mouse. Mickey was the star of *Steamboat Willie*, and Walt Disney himself provided Mickey's voice. In *Steamboat Willie* the audience heard a wide range of zany sounds as Mickey turned the cargo of a steamboat into an orchestra. The "music" combined the voices of the livestock and notes on makeshift instruments fashioned from other cargo items.

WALT DISNEY AND MICKEY MOUSE

Following *Steamboat Willie*, Mickey Mouse starred in dozens of short cartoons. He became a celebrity, perhaps the most famous animated cartoon character in history.

Disney's progressive ideas contributed to the success of his films. In 1929 he made *Skeleton Dance*. One of the first sound movies, the music and movements of the drawings in the film were extremely well synchronized. The technique used to coordinate sound and image, which involved meticulous attention to timing, is known today as "Mickey Mousing." Always looking forward, Disney created the first color cartoon in 1932, *Flowers and Trees*.

During the 1930s many critics gave Disney's cartoons credit for helping people forget their despair over the Great Depression. Disney, they said, transported audiences from gloom and drudgery to a world of childhood fantasy, dreams, and wishes fulfilled. Many critics hailed Disney's work, represented by Mickey, as a new art form.

While Disney created many cartoon characters, including Donald Duck, Dumbo, and Minnie Mouse, only Mickey Mouse has become an American icon.

Interdisciplinary Connection 7



MAKING THE ARTS CONNECTION

DIRECTIONS: Use information from the article to complete the following questions.

1. Define *animation*. _____
2. Why was *Steamboat Willie* a first? _____
3. On a separate sheet of paper, draw a series of five simple illustrations showing how an animated cartoonist would draw them to make a character seem to raise an arm.

CRITICAL THINKING

4. Leonardo da Vinci was the famous artist who painted *The Last Supper* in 1495 and the painting known as the *Mona Lisa* in 1503. One critic called Disney "the most significant figure in graphic art since Leonardo [da Vinci]." Explain why you agree or disagree.

Activity

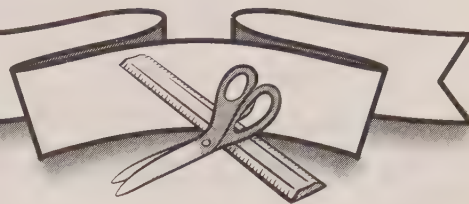
DIRECTIONS: Conducting a Poll Poll adults in your community. If possible select some adults who were born in other countries. Ask them to tell you who the people or characters listed on the chart are. Keep a tally of names each person can identify. Tabulate the results and display them in the classroom. Discuss your findings in class.



Polling Chart

Person or Character	Number Identifying	Total
Mickey Mouse		
Walt Disney		
Al Gore		
Your Congressional Representative		
Your United States Senator		
Vincent Van Gogh		
Raphael		
Pablo Picasso		
José Clemente Orozco		

Hands-On History Activity 7



Making and Using a Barometer

The weather is important. We try to predict the weather for reasons as simple as knowing if we need to wear a coat to school or as complex as deciding whether to launch a space shuttle. One instrument used to predict the weather is the barometer. You can make a barometer and try your luck at predicting the weather.

★ BACKGROUND

The Italian physicist Evangelista Torricelli invented the barometer, an instrument for measuring the air pressure. *Barometer* comes from the Greek words *baros* meaning "heaviness or weight" and *metron* meaning "to measure." Observers saw that the rise and fall of the air pressure coincided with changes in the weather. Areas of high pressure brought good weather; low pressure brought clouds and rain.

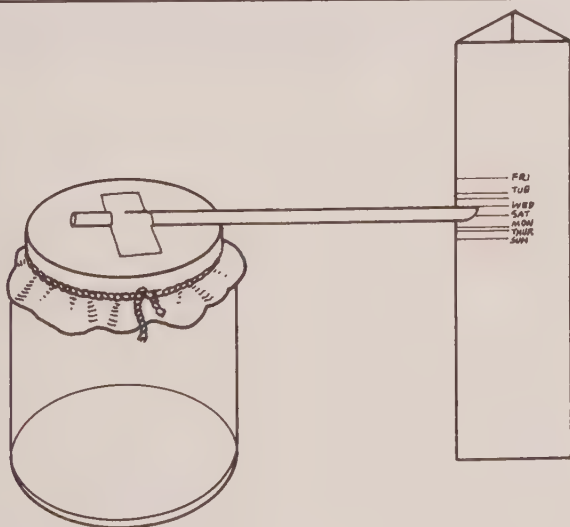
World War II planes were sensitive to the weather because they could not fly above it as today's jets can. Watching the barometer helped the Army Air Corps predict if the weather would be suitable for bombing runs. If the Air Corps predicted a storm, a bombing run could be postponed.

FASCINATING FACTS

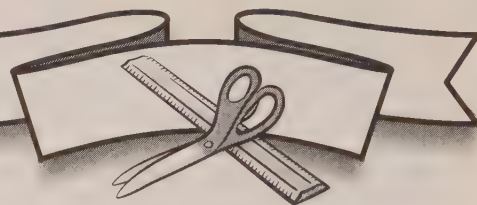
The highest air pressure ever recorded was 32.01 inches at Agata, in the former Soviet Union. The lowest reading was 25.90 inches during a typhoon in the Philippine Sea in 1979.

★ MATERIALS

- | | | |
|------------------------------|----------------------|--------------|
| • wide mouth quart-sized jar | • string | • marker |
| • large balloon | • drinking straw | • note paper |
| • scissors | • tape | • journal |
| | • manila file folder | |



Hands-On History Activity 7



WHAT TO DO

- A. Cut off the neck of the balloon and stretch the remaining rubber over the mouth of the jar. The surface should be as flat and smooth as possible. Tie the balloon to the neck of the jar with string. The balloon should be held firmly in place. Trim both ends of the straw at an angle. Tape the straw onto the balloon to form a pointer. (See the diagram.)
- B. Use the manila file folder to create a column for recording the movement of the pointer. Cut the folder down the center seam. Fold lengthwise into thirds. Tape together the open edges to create a triangular-shaped column. Stand the column next to the jar with the straw pointing to, but not touching the column. Mark and date a line where the straw is pointing. Make notes in a journal to record the readings on the barometer and the weather conditions. Check the barometer every few hours and mark a date and time. Record the weather.
- C. Continue to check the barometer for a week. Each time the straw has moved, mark the column with the date and time and note the weather in your journal. Lines may begin to share several dates and times. You should begin to see a pattern. When the straw points downward, for example, the weather will have certain characteristics. If the barometer's pointer is rising, the weather will have other characteristics.

ACTIVITY REPORT

1. Using your journal, describe the weather when the barometer is up. What is the weather like when the barometer is down? When the barometer is in the middle?

2. Why was it important to tie the balloon to the jar? _____

3. Did you find a wider change in barometer reading from one day to the next or from the first day to the last? _____
4. What causes the straw to move up and down on the barometer? _____

5. Keep track of how you feel when the air pressure is high or low. Do you think the barometric pressure affects your moods? On a separate sheet of paper, explain your answer.

History Simulations and Problem Solving 7—Teaching Strategy

★ Arguing *Brown v. Board of Education of Topeka, Kansas*

Topic

In its May 17, 1954, decision in the case of *Brown v. Board of Education of Topeka, Kansas* the United States Supreme Court ruled that segregated schools are unconstitutional.

Objective

Acting as lawyers and justices in a mock oral argument before the Supreme Court, students will explore the civil rights issues in *Brown v. Board of Education of Topeka, Kansas*.

Materials

- Reproduce the preparation sheets on pages 16 and 17 (one copy of the appropriate preparation sheet per attorney; one copy of both sheets to justices).
- Reproduce the opinion form on page 18 (one copy per justice).
- Reproduce the decision sheet on page 19 (for all students to use as follow-up to the trial).

Procedure

1. Organize the class into three groups: the the NAACP lawyers representing Linda Brown and the other students appealing the lower court decisions; the lawyers representing the various boards of education (who want the lower court decisions to be affirmed); and nine Supreme Court justices.
2. Present the basic facts of the *Brown v. Board of Education of Topeka, Kansas* case. Give each lawyer a copy of the appropriate preparation sheet (pages 16 and 17). Give teams two weeks to research the case. In the week before the trial, allow students 10 minutes at

the start of each class to meet with their groups and discuss their findings.

3. Ask the nine justices to choose one student to act as chief justice. Encourage the justices to review both sides of the case to evaluate the information presented during the trial. Explain that the job of Supreme Court justices is to decide the meaning of the Constitution, our highest law—not to decide questions of right or wrong. Student justices will need to decide if the Constitution permits or prohibits segregation.
4. Explain that Supreme Court cases have no witnesses. Lawyers do all of the talking. They often spend months or years preparing their cases before presenting their arguments. Invite each team of attorneys to select a lead lawyer (take the role of Thurgood Marshall or John W. Davis) who will present the group's case. Allow both teams time to formulate their arguments and prepare written statements. These persuasive arguments should include references to the specific students' cases being argued, and take no longer than five minutes to read aloud. Lead attorneys should rehearse their statements before the entire team and encourage input of all group members.
5. On the day of the simulation, have the nine justices sit in a row at the front of the classroom. After the chief justice introduces the case, the lead lawyer for the Brown's case stands and reads his or her statement. Then the lead lawyer for the Board of Education stands and reads his or her statement.

History Simulations and Problem Solving 7—Teaching Strategy

6. The justices ask both lawyers questions about the case. Lead lawyers should consult briefly with their team before answering. Explain to students that in the real Supreme Court, justices may ask questions even while lawyers are presenting their statements. Some lawyers have complained that they were unable to finish their statements because the Court used up their time with so many questions!
7. After all of the justices' questions have been answered, allow them time to confer together in another room. Give each justice a copy of the opinion form. After answering the questions on the form and discussing both sides of the case, the justices vote on a final decision. If all nine justices agree, they write a joint, unanimous decision. If they disagree, the majority writes one opinion, and the minority writes a dissenting opinion.
8. After the opinions have been written, the Court reconvenes. The chief justice reads aloud the majority opinion, and, if time permits, the dissenting opinion, too.

Background

Throughout the United States in the 1950s, African American students and their parents were angered over the inequality of education resulting from school segregation:

- Seven year old Linda Brown had to walk across railroad tracks and ride an old bus to a run-down African American school, although there was a much better white school just five blocks from her home in Topeka, Kansas.
- Harry and Liza Briggs' five children attended African American schools in Clarendon County, South Carolina, which operated on one-fourth the

amount of money given to white schools. The county spent \$43 a year on each African American student and \$179 a year on each white student.

- In Farmville, Virginia, 16 year old Barbara Johns led her fellow high school students on a strike for a better school. Moton High School had been built for 200 students, but held 450. There was no cafeteria and no gym. The highest-paid teachers at Moton received less than the lowest-paid teachers at Farmville's white schools.

Lawyers for the National Association for the Advancement of Colored People (NAACP) used these cases to argue that school segregation was unconstitutional. Each case was defeated in lower courts, but the NAACP appealed to the United States Supreme Court. There they were grouped together with two other cases as *Brown v. Board of Education of Topeka, Kansas*. Linda Brown and the others represented by the NAACP were appealing a lower court decision to the Supreme Court.

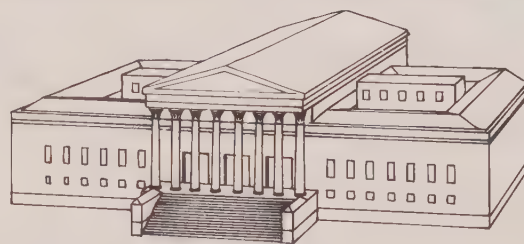
In December 1952 Thurgood Marshall and the NAACP lawyers presented two arguments to the Supreme Court. First, Marshall argued that segregation laws denied African Americans "equal protection of laws" as guaranteed by the Fourteenth Amendment. He believed that the Fourteenth Amendment made the 1896 *Plessy v. Ferguson* doctrine of "separate but equal" unconstitutional. This decision had established that communities could provide African Americans with separate facilities as long as the facilities were equal to those of whites. Second, Marshall argued that segregated schools can never be truly equal because separating people makes them feel unequal and inferior.

History Simulations and Problem Solving 7—Teaching Strategy

John W. Davis was the lead attorney for the Board of Education—those who won the cases in the lower courts and wanted the Supreme Court to affirm, or leave alone, those decisions. Davis argued that nothing in the Constitution prevented separation, as long as facilities were equal. He tried to persuade the Court that each state has the right to make its own decisions on social matters such as segregation. Davis believed that the *Plessy v. Ferguson* decision was constitutional.

The Decision The justices took their time to reach a decision in this very difficult case. Finally, on May 17, 1954, the Supreme Court unanimously ruled that segregated schools “are inherently unequal.” In its decision, the Court stated, “We conclude, unanimously, that in the field of education the doctrine of ‘separate but equal’ has no place.” The Court explained that even if separate schools for African Americans and whites had the same physical facilities, no true equality existed as long as segregation itself existed. To separate African American children “solely because of their race,” the Court wrote, “generates a feeling of inferiority as to their status in the community that may affect their hearts and minds in a way very unlikely ever to be undone.”

With All Deliberate Speed The Court ordered that communities work to desegregate their schools “with all deliberate speed.” In some communities, compliance was relatively quick and painless. Far more often, however, strong local resistance produced long delays. By the fall of 1957, only 684 of 3,000 affected school districts in the South had even begun to desegregate. Despite the opposition of many whites, the *Brown v. Board of Education of Topeka, Kansas* decision gave great hope to African Americans. It provided a way to attack segregation—in the classroom and beyond.



Follow-Up

Review the mock oral argument with your class. Photocopy and distribute the decision sheet (page 19). Encourage discussion by asking the following questions.

- What did you find to be the most difficult part of preparing a case for the Supreme Court? Why?
- How was the student justices' decision similar to or different from the actual historic opinion?
- Why did the real justices base their opinion on the Fourteenth Amendment?
- If you were to reargue this case, what might you do differently?

Critical Thinking

Have students think about the results of their simulation. Then have them answer these questions, orally or in writing.

1. Why do you think it was important that *Brown v. Board of Education of Topeka, Kansas* was a unanimous decision? How do you think Americans might have reacted if the Court had split?
2. Why do you think most Southerners responded more negatively to the Court's decision than most Northerners?
3. Why is the *Brown v. Board of Education of Topeka, Kansas* decision regarded as a landmark Court decision?
4. What desegregation problems are there in today's schools?

History Simulations and Problem Solving 7

Arguing *Brown v. Board of Education of Topeka, Kansas*

PREPARING THE STUDENTS' AND PARENTS' CASE

SITUATION

On December 9, 1952, the United States Supreme Court in Washington, D.C., heard arguments in the *Brown v. Board of Education of Topeka, Kansas* case. All of the seats were filled in the court chamber, and 400 people were turned away. Thurgood Marshall, the great-grandson of an enslaved African American, argued for the students and parents appealing the lower court decisions. Marshall had argued 15 cases before the Supreme Court—and won 13. John W. Davis was the opposing attorney. Some people said that Davis, who had argued more cases before the Supreme Court than any other living attorney, was the best lawyer in America.

DIRECTIONS: Following are some questions to keep in mind as you research your case. Note your findings on the lines provided. After finishing your research, write a statement on a separate sheet of paper, presenting your case before the Supreme Court. You must convince the justices that segregated schools are unconstitutional.

- Why are your clients suing the Board of Education of Topeka, Kansas?

- Why are your clients suing the Clarendon County, South Carolina, school board?

- What did the Supreme Court decide in the 1896 *Plessy v. Ferguson* case? How will you mention this case in your statement? _____

- Does the Constitution permit segregation? How can you use the Fourteenth Amendment to support your case? _____

History Simulations and Problem Solving 7

PREPARING THE BOARD OF EDUCATION'S CASE

SITUATION

On December 9, 1952, the United States Supreme Court in Washington, D.C., heard arguments in the *Brown v. Board of Education of Topeka, Kansas* case. All of the seats were filled in the court chamber, and 400 people were turned away. Thurgood Marshall, the great-grandson of an enslaved African American, argued for the students and parents appealing the lower court decisions. Marshall had argued 15 cases before the Supreme Court—and won 13. John W. Davis was the opposing attorney. Some people said that Davis, who had argued more cases before the Supreme Court than any other living attorney, was the best lawyer in America.

DIRECTIONS: Following are some questions to keep in mind as you research your case. Note your findings on the lines provided. After finishing your research, write a statement on a separate sheet of paper, presenting your case before the Supreme Court. You must convince the justices that segregated schools are constitutional.

- How do you hope the Supreme Court will view the lower court decisions in the case of Linda Brown and the other students? _____

- What arguments can you anticipate that the students and parents will likely make, which you will need to argue against? _____

- What did the Supreme Court decide in the 1896 *Plessy v. Ferguson* case? How will you mention this case in your statement? _____

- Does the Constitution specifically outlaw segregation? _____

- What does the Fourteenth Amendment say? How does this affect your case? _____

(continued)

DECISION SHEET

Brown et al. v. Board of Education of Topeka et al.

In approaching this problem, we cannot turn the clock back to 1868 when the [Fourteenth] Amendment was adopted, or even to 1896 when *Plessy v. Ferguson* was written. We must consider public education in the light of its full development and its present place in American life throughout the Nation. Only in this way can it be determined if segregation in public schools deprives these plaintiffs of the equal protection of the laws.

Today, education is perhaps the most important function of state and local governments. Compulsory school attendance laws and the great expenditures for education both demonstrate our recognition of the importance of education to our democratic society. It is required in the performance of our most basic public responsibilities, even service in the armed forces. It is the very foundation of good citizenship. Today it is a principal instrument in awakening the child to cultural values, in preparing him for

later professional training, and in helping him to adjust normally to his environment. In these days it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education. Such an opportunity where the state has undertaken to provide it, is a right which must be made available to all on equal terms.

We come then to the question presented: Does segregation of children in public schools solely on the basis of race, even though the physical facilities and other "tangible" factors may be equal, deprive the children of the minority group of equal educational opportunities? We believe that it does. . . .

We conclude, unanimously, that in the field of public education the doctrine of "separate but equal" has no place. Separate educational facilities are inherently unequal.

—Excerpt from the United States Supreme Court opinion delivered by Chief Justice Earl Warren, 1954.

Chapter 18 Resources

Vocabulary Activity 18: <i>Reshaping the Nation</i>	21
Chapter Skills Activity 18: <i>Building a Database</i>	23
Critical Thinking Skills Activity 18: <i>Predicting Consequences</i>	25
Geography and History Activity 18: <i>The Western Frontier</i>	27
Time Line Activity 18: <i>Native American Battles and Policies</i>	29
Linking Past and Present Activity 18: <i>World Peace</i>	31
Primary Source Reading 18: <i>Child Labor</i>	33

★ **Vocabulary Activity 18**

DIRECTIONS: Matching Select the term that matches each definition below. Write the correct term in the space provided.

horizontal integration**vaqueros****Prohibition****trust****vertical integration****suffragist****boomtown****imperialism****collective bargaining****muckraker****transcontinental****settlement house**

1. negotiation between the union representatives and management to determine wages, hours, and working conditions _____
2. the combining of competing firms into one corporation _____
3. the practice of combining separate companies to provide needed materials within an industry _____
4. a person who fought for women's right to vote _____
5. a place set up to provide education, medical care, playgrounds, nurseries, and libraries to the poor _____
6. a time when Japan and powerful European nations created empires while searching for markets and raw materials in Asia and Africa _____
7. Hispanic ranch hands in the Spanish Southwest who developed many skills used by cowhands on cattle drives _____
8. settlements that grew almost overnight near mining sites _____
9. something that extends from one end of a continent to another _____
10. a group of companies managed by one board of directors _____
11. journalists who helped progressives by exposing unjust business practices _____
12. The total ban of the manufacture, sale, and transportation of alcohol _____

DIRECTIONS: Using Vocabulary Use each of the following terms correctly in a complete sentence. Write the sentences on a separate sheet of paper.

reservation yellow journalism nationalism propaganda reparations



Chapter Skills Activity 18

Building a Database

An electronic database is a collection of facts that are stored in files on a computer. The information is organized in fields. Once the database is created, you can specify the information you need, and the computer searches the files to display the information.

DIRECTIONS: From 1892 through 1924, approximately 22 million people immigrated to the United States by passing through Ellis Island in New York. This was one of the main processing centers for immigrants. Many people are interested today in learning more about their ancestors. To make this process easier, a database has been created to organize all of the information about those 22 million people. This database allows you to search for a specific person by name, age, or other category. Using the chart below, copy each item given into the appropriate database field. Then answer the questions.

ELLIS ISLAND IMMIGRATION DATABASE

Immigrant Name	Age	Country of Origin	Ship	Arrival Year	Gender

1. Angelo Battaglini, Italy, 1920, age 35, ship: *La Savoie*, male
2. Florence Treliving, England, 1910, age 1, ship: *Lusitania*, female
3. Simon Cohen, The Netherlands, 1904, age 43, ship: *SS Statendam*, male
4. Adelaide O'Reilly, Ireland, 1913, age 11, ship: *Oceanic*, female
5. M.C. Petersen, Denmark, 1893, age 32, ship: *Spree*, male

Questions:

1. What type of search would you use to find out how many Trelivings came to the United States in 1910? _____
2. What type of search would you use to find out how many immigrants passed through Ellis Island in 1913? _____
3. How could you find out how many immigrants came to the United States on the *Lusitania* in 1910? _____
4. How do you think using an electronic database affects the immigration process today? _____

Critical Thinking Skills Activity 18**Predicting Consequences**

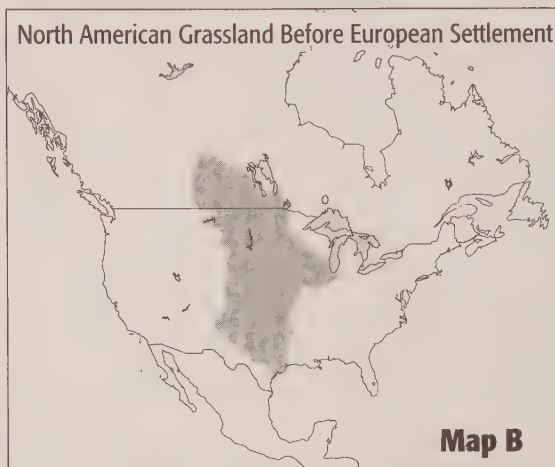
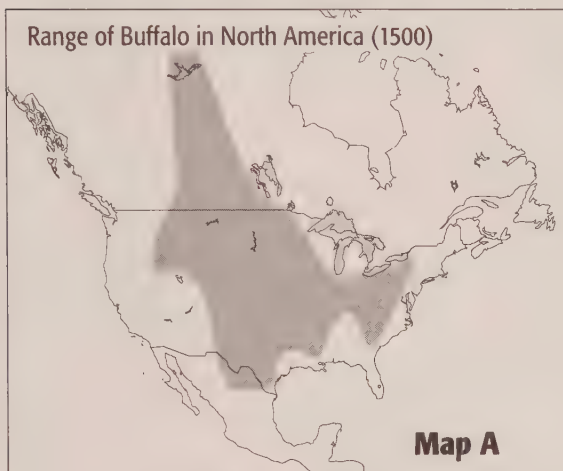
SOCIAL STUDIES OBJECTIVE: Analyze social studies information by making predictions

LEARNING THE SKILL

When you look at historical maps or books, you can sometimes predict consequences based on certain facts or conditions. For example, you might look at a map that shows the first transcontinental railroad route. As a result, you might predict that many cities and towns would someday grow along this route. As you learn how to predict consequences, you begin to see how events or decisions affect historical events.

APPLYING THE SKILL

DIRECTIONS: Use the map to answer the following questions.



- In 1500, there were 60–125 million buffalo in North America.
- By 1892, just 85 buffalo were left. The U.S. government gave them protection in Yellowstone National Park.
- By the late 1990s, there were about 15,000 buffalo on protected reserves in the U.S.

SOURCE: G. Tyler Miller. *Living in the Environment*. Brooks/Cole Publishing. Pacific Grove, California, 1999, p. 611.

- Grasslands once covered one-third of North America.
- There is 20–99.9 percent less grassland today in specific states and Canadian provinces than there was before European settlement.

SOURCE: *Status and Trends of the Nation's Biological Resources* (vol. 2), U.S. Dept. of the Interior, U.S. Geological Survey, Washington, D.C., 1998, p. 439.

1. When Americans moved west during the 1800s, they killed millions of buffalo. From the map showing the range of buffalo in North America in 1500, how would that range change by 1850 as a result?

2. The Native Americans of the grasslands depended on the buffalo for food, clothing, and shelter. What impact would the killing of millions of buffalo in the 1800s have on the Native American population and way of life?

Critical Thinking Skills Activity 18**Predicting Consequences**

3. What would have happened to the population of the American buffalo if they had not been relocated in the 1890s?

4. Predict the consequences for North American grasslands as American settlers moved west during the 1800s. How would the grasslands map have changed?

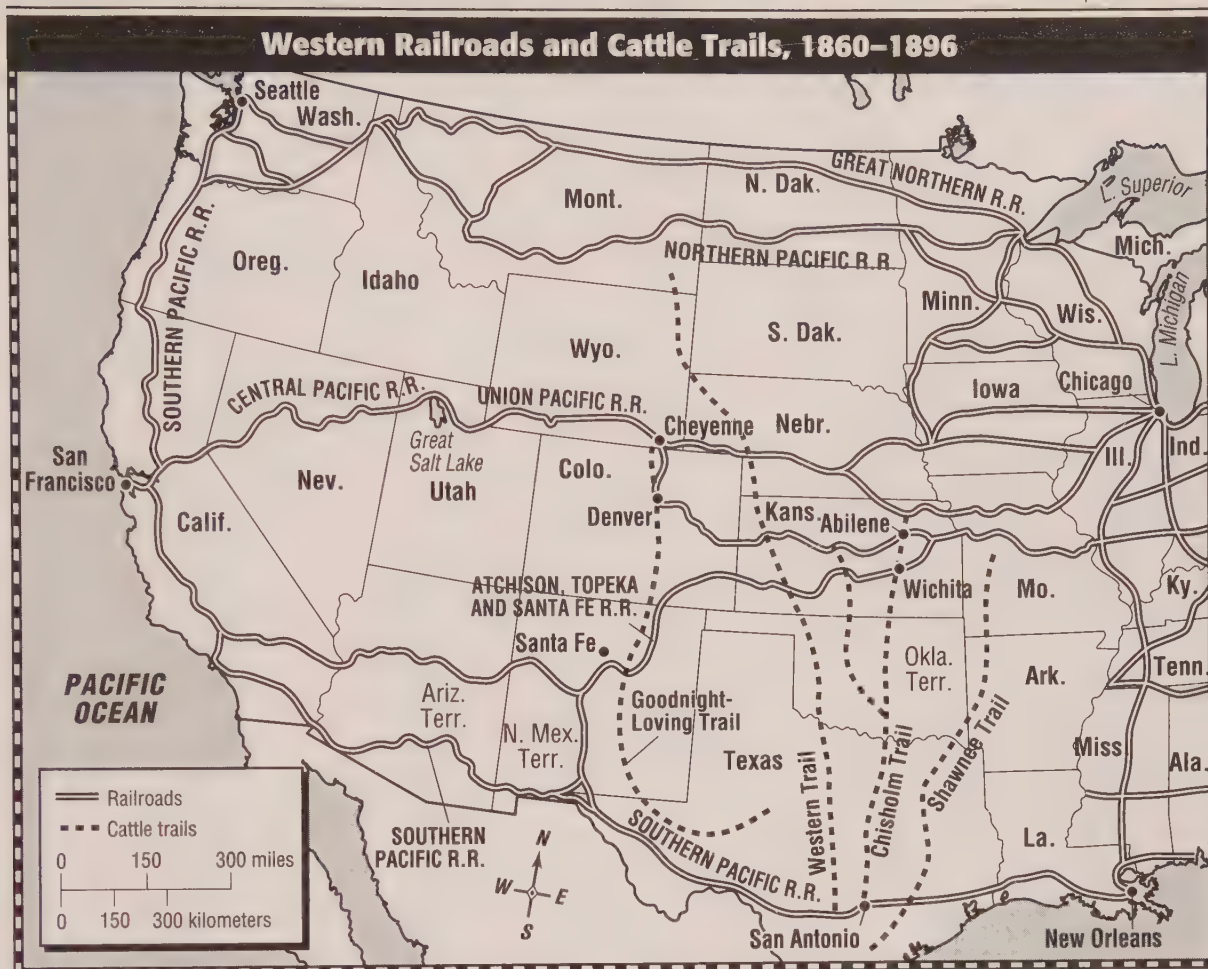
5. Would the changes in grasslands you predicted in question 4 have had an impact on the buffalo? Explain your answer.

PRACTICING THE SKILL

DIRECTIONS: In the blank at the left, write the letter of the choice that best answers the question.

- _____ 1. What impact would the loss of buffalo have on Native American populations of the East and West Coasts of North America?
- A. Their populations would have decreased.
 - B. Their populations would have increased.
 - C. Their populations would have stayed the same.
 - D. There would have been no direct impact.
- _____ 2. Why didn't the loss of buffalo in the North American grasslands have negative consequences for European or American settlers who came west in the 1800s?
- A. The settlers did not depend on the buffalo for food, clothing, or shelter.
 - B. The Native Americans did not allow the settlers to kill buffalo.
 - C. The settlers did not make their homes in places where the buffalo lived.
 - D. All the buffalo were gone before settlers headed west.
- _____ 3. Which of the following is probably most responsible for the decrease in the area of North American grasslands that has continued until today?
- A. Buffalo have eaten all the grass and continue to do so.
 - B. The grasslands were cleared for farming and ranching.
 - C. The climate is no longer good for growing grass.
 - D. People and animals have trampled the grass.

★ GEOGRAPHY AND HISTORY ACTIVITY 18



DIRECTIONS: Write your answers to questions 1–4 on the map. You may abbreviate if you wish.

1. Use red to trace the route a traveler would have used on a railroad trip from Chicago, Illinois, to San Francisco, California.
2. Use yellow to color the two states that had no railroads. Then write "None" on each state.
3. Use blue to color the state where all of the cattle trails shown on the map began. Write "Cattle trail origin" on it.
4. Use green to trace the cattle trail that ended in Kansas at the railroad. Then use black to trace the cattle trail that brought cattle to miners in Colorado and Wyoming.
5. Explain why so many railroad lines ran to and from Chicago, Illinois. _____

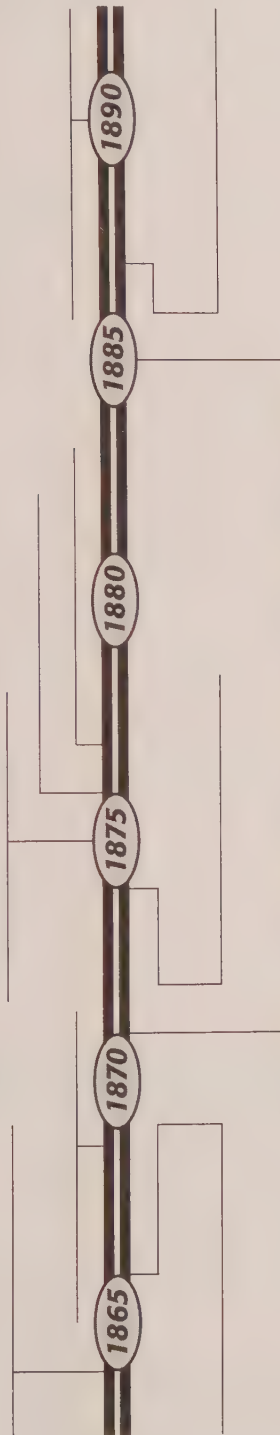


Time Line Activity 18

Native American Battles and Policies

DIRECTIONS: Complete the time line by entering the events concerning Native Americans in the appropriate spaces.

BATTLES OF THE INDIAN WARS



EVENTS AFFECTING NATIVE AMERICANS

★ Background

Between 1860 and 1890, conflicts between settlers and Native Americans over Western lands increased. Historians call these hostilities "the Indian Wars." These wars were not the only events that helped destroy much of the Native American way of life.

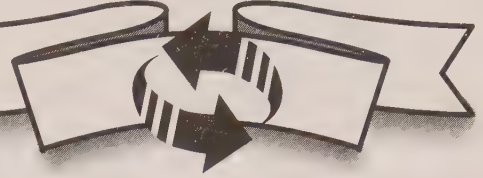
OTHER DEVELOPMENTS (1860–1890)

- The government legalizes the taking of Native American lands for railroad use in 1866.
- Five years later Congress passes law forbidding new land treaties with Native Americans.
- Miners illegally enter the Black Hills in 1874 when gold is discovered.
- By 1885 uncontrolled hunting has almost exterminated the great buffalo herds.
- Two years later as a result of the Dawes Act, Native Americans lose millions of acres of land.

SELECTED BATTLES OF THE INDIAN WARS

- In 1864 the United States Army massacres Cheyenne at Sand Creek.
- Four years later George Custer's troops massacre southern Cheyenne in Kansas.
- In 1875 the Kwahadi Comanche are defeated in the Red River War.
- In the following year, Custer's forces annihilated at Battle of Little Bighorn.
- Nez Perce surrender in 1877 after four-day siege in Montana.
- United States Army kills Native Americans at Wounded Knee in 1890.

Linking Past and Present Activity 18



World Peace

THEN

In 1918 near the end of World War I, President Woodrow Wilson presented his Fourteen Point peace plan to Congress. It included the League of Nations, an international group to keep world peace. Although the peace conference at Versailles accepted the League of Nations, President Wilson could not persuade Congress to ratify the League Covenant. The United States was the only major power not to join the League. In 1920 Wilson received the Nobel Peace Prize for his work in founding the League of Nations.

When the League of Nations could not prevent a second world war, it dissolved. The Allies in World War II—China, the United Kingdom, the Soviet Union, and the United States—then formed a peacekeeping body to replace the League of Nations. On June 26, 1945, fifty-one countries signed a charter forming the United Nations.

NOW

Today the United Nations (UN) has 189 member countries. The UN still follows its original charter—to keep worldwide peace and security; to develop friendly relations among countries; to help countries cooperate in solving economic, social, cultural, and humanitarian problems; to promote respect for human rights and basic freedoms; and to be a center that helps countries to achieve these goals.

The UN is divided into six main parts: the General Assembly, the Security Council, the Secretariat, the International Court of Justice, the Trusteeship Council, and the Economic and Social Council.

The UN conducts its business at United Nations Headquarters in New York City in six official languages: Arabic, Chinese, English, French, Russian, and Spanish.



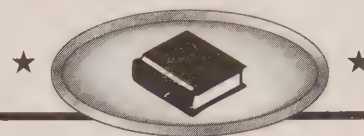
DIRECTIONS: Completing a Chart The chart below lists six United Nations agencies. Research to find out what each agency does. Then complete the chart.



The United Nations

Agency	Agency's Function
1. FAO—Food and Agriculture Organization	
2. UNEP—UN Environmental Programme	
3. UNICEF—UN Children's Fund	
4. World Bank	
5. WHO—World Health Organization	
6. WMO—World Meteorological Organization	

★ Primary Source Reading 18

**Child Labor**

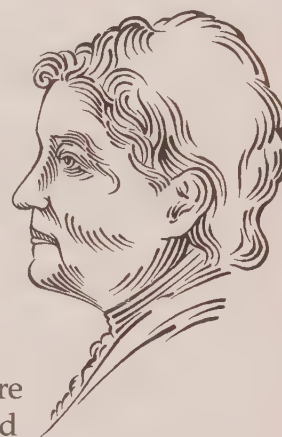
❑ Interpreting the Source The social worker Jane Addams cofounded one of the first settlement houses in the United States, Hull House in Chicago. As you read her account of immigrant children at work, think about why she was inspired to work for legal reforms.

Our very first Christmas at Hull-House, when we as yet knew nothing of child labor, a number of little girls refused the candy which was offered them as part of the Christmas good cheer, saying simply that they “worked in a candy factory and could not bear the sight of it.” We discovered that for six weeks they had worked from seven in the morning until nine at night, and they were exhausted as well as satiated [filled to excess]. The sharp consciousness of stern economic conditions was thus thrust upon us in the midst of the season of good will.

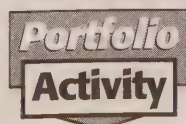
During the same winter three boys from a Hull-House club were injured at one machine in a neighboring factory for lack of a guard which would have cost but a few dollars. When the injury of one of these boys resulted in his death, we felt quite sure that the owners of the factory would share our horror and remorse, and that they would do everything possible to prevent the recurrence of such a tragedy. To our surprise they did nothing whatever, and I made my first acquaintance then with those pathetic documents signed by the parents of working children, that they will make no claim for damages resulting from “carelessness.”

The visits we made in the neighborhood constantly discovered [revealed] women sewing upon sweatshop work, and often they were assisted by incredibly small children. I remember a little girl of four who pulled out basting threads hour after hour, sitting on a stool at the feet of her Bohemian mother, a little bunch of human misery. But even for that there was no legal redress [correction for wrongdoing], for the only child labor law in Illinois, with any provision for enforcement, had been secured by the coal miners’ unions, and was confined to children employed in mines. . . .

SOURCE: “Pioneer Labor Legislation in Illinois,” Chapter X of *Twenty Years at Hull-House* by Jane Addams. NY: Macmillan, 1911.

**DOCUMENT-BASED QUESTION**

DIRECTIONS: Answer the following question on a separate sheet of paper.
How do you think big businesses felt about the author’s desire to reform labor laws?



DIRECTIONS: Writing a Speech You are a reformer working to change the conditions Jane Addams wrote about. Write a short speech to deliver to your state lawmakers explaining what you would like them to do and why.

Chapter 18 Section Resources

Guided Reading Activity 18-1: <i>The Western Frontier</i>	35
Guided Reading Activity 18-2: <i>Invention and Industry</i>	36
Guided Reading Activity 18-3: <i>Reform at Home, Expansion Abroad</i>	37
Guided Reading Activity 18-4: <i>World War II and Its Aftermath</i>	38
Reteaching Activity 18-1: <i>The Western Frontier</i>	39
Reteaching Activity 18-2: <i>Invention and Industry</i>	40
Reteaching Activity 18-3: <i>Reform at Home, Expansion Abroad</i>	41
Reteaching Activity 18-4: <i>World War II and Its Aftermath</i>	42
Enrichment Activity 18-1: <i>Building a House</i>	43
Enrichment Activity 18-2: <i>Inventors</i>	44
Enrichment Activity 18-3: <i>March on Washington</i>	45
Enrichment Activity 18-4: <i>You Have a Choice</i>	46

**Guided Reading Activity 18-1**

DIRECTIONS: Recalling the Facts Use the information in your textbook to answer the questions. Use another sheet of paper if necessary.

1. Where did prospectors first find gold in 1858? _____
What other metals did they soon find? _____
2. Why was the transcontinental rail line needed? _____

3. Why did the value of Texas cattle rise suddenly in the 1860s? _____
4. What was the Long Drive? _____
5. What were two of the largest Long Drive routes? _____
6. What were three reasons for the end of the Cattle Kingdom on the Plains?

7. What factors brought settlers to the Plains? _____
8. What was the Homestead Act? _____
9. What was the last part of the Plains to be settled? _____
10. From what animal did Native American groups living on the Plains get most of their essentials for living? _____
11. Why did fighting begin between the United States Army and various Native American groups? _____
12. Which two Sioux leaders led their people in defeating Lieutenant Colonel George Custer and his troops in the battle at Little Big Horn? _____
13. What event marked the end of armed conflict between the United States government and the Native Americans? _____
14. Why did the federal government decide to break up the reservations?

15. What two groups did farmers form in response to the problems they were having?

16. What event led Americans to believe that the country had changed from a farming nation to an industrial nation? _____

**Guided Reading Activity 18-2**

DIRECTIONS: Filling in the Blanks Use your textbook to fill in the blanks using the words in the box. Use another sheet of paper if necessary.

Alexander Graham Bell	inventions	immigrants	steel
settlement houses	corporations	Ellis Island	coke
Andrew Carnegie	labor unions	tenements	patents
natural resources	manufacturing	Cyrus Field	railroad

The Growth of Industry

The United States had vast supplies of (1) _____, such as coal, iron ore, gold, silver, lead, zinc, and copper, which formed the base of heavy industry. By the late 1800s, the United States became the world's leading (2) _____ nation. After the Civil War, (3) _____ construction increased the demand for many goods and created thousands of new jobs. Industry was also helped by many new (4) _____. The federal government granted many (5) _____. The discovery of (6) _____, a soft coal with the impurities removed, made it easier to make iron. The Bessemer Process made it possible to make (7) _____ cheaply. Many inventions were introduced that made communication easier as well. (8) _____ laid a transatlantic telegraph cable so messages could be received in just minutes. (9) _____ invented the telephone.

In order to raise money, many companies became (10) _____, and sold stock of their businesses. (11) _____ and John D. Rockefeller used new business ideas to make their companies powerful. Dissatisfied workers formed (12) _____ to earn better wages and improve working conditions.

The Growing Cities

With the creation of many new jobs in America, thousands of (13) _____ came to the country. Many of these people entered America through (14) _____ or Angel Island. Often, people moved into the cities faster than houses could be built, forcing poor people to live in (15) _____. To help the poor, many (16) _____ were established to provide food, medical care, and education.

**Guided Reading Activity 18-3**

DIRECTIONS: Outlining Locate the heading in your textbook. Then use the information under the heading to help you write each answer. Use another sheet of paper if necessary.

I. The Progressive Movement

- A.** Introduction—What is a political machine? _____
- B.** Controlling Business—What is the Sherman Antitrust Act? _____
- C.** The New Reformers—How did journalists help the Progressive Party? _____

II. Expanding Democracy

- A.** The Fight for Suffrage—Which Amendment gave women the right to vote in the United States? _____
- B.** A Progressive in the White House—Who was the first Progressive president? _____
- C.** Reform Continues
- 1.** What is the Federal Reserve? _____
 - 2.** What was the Federal Trade Commission established to do? _____
- D.** Prejudice and Discrimination—What is discrimination? _____
- E.** African Americans Seek Justice—What association did W.E.B. Du Bois help found? _____
- F.** Mexican Americans Work Together—Why did many Mexicans immigrate to the United States? _____

III. Overseas Expansion

- A.** Expanding Horizons—What did the people of the United States feel they had to do in order to keep their economy growing? _____
- B.** The Spanish-American War
- 1.** Who did most Americans support in the war between Cuba and Spain? _____
 - 2.** Why did the United States declare war on Spain in 1898? _____
 - 3.** Who won the Spanish-American War? _____

**Guided Reading Activity 18-4**

DIRECTIONS: Recalling the Facts Use the information in your textbook to answer the questions. Use another sheet of paper if necessary.

1. What is nationalism? _____
2. Why did European nations feel the need to form alliances prior to World War I?

3. What countries made up the Allied Powers? _____

4. What countries made up the Central Powers? _____

5. Why did the United States declare war on Germany in 1917? _____

6. What was the purpose of the Selective Service Act? _____
7. Who were the Bolsheviks? _____
8. What is an armistice? _____
9. What was the name of the treaty signed to end World War I? _____
10. Why didn't the United States join the League of Nations? _____

11. What caused many workers to go on strike during the 1920s? _____

12. What was the Red Scare? _____
13. Why were many Americans worried about immigration after the war?

14. Which Amendment repealed Prohibition? _____
15. What product changed American society in the 1920s? _____

★ Reteaching Activity 18-1

DIRECTIONS: Determining Cause and Effect The discovery of gold in the West led to the establishment of boomtowns, the expansion of the railroads, and many new settlers on the frontier. The items in the Fact Bank describe the effects of these changes. Match each effect with its cause.

Cause	Effect
1. In 1858, prospectors found gold in Colorado and Nevada.	_____
2. Miners needed to ship their minerals to the East, and receive goods and food.	_____
3. The transcontinental rail line was built.	_____
4. The Civil War caused a shortage of beef in the east.	_____
5. There was an overproduction of cattle.	_____
6. The Homestead Act was passed in 1862.	_____
7. The farmers on the Plains had no wood for building houses.	_____
8. White settlers moved onto land once occupied by Native Americans.	_____
9. Some Native American groups decided to fight the United States Army.	_____
10. Helen Hunt Jackson wrote the book <i>A Century of Dishonor</i> .	_____
11. After the Civil War, farmers had many financial difficulties that they blamed on the railroads.	_____

★ FACT BANK

- | | |
|--|---|
| A. Many Americans began to sympathize with the Native Americans. | F. Many people moved to the Plains to farm the land. |
| B. Farmers made bricks out of sod and became known as sodbusters. | G. Many Native Americans died. |
| C. Native Americans were forced to move to reservations. | H. The transcontinental rail line was built. |
| D. The Populist Party was formed. | I. Cattle drives began. |
| E. Boomtowns were created. | J. More settlers moved west. |
| | K. The Cattle Kingdom ended. |

★ Reteaching Activity 18-2

DIRECTIONS: Identifying Problems and Solutions After each *Problem* related to the growth of American industry and American cities, write the letter of the best *Solution* from the Fact Bank.

1. Problem: Railroad construction was needed for the growth of the American economy.

Solution: _____

2. Problem: Inventors needed a way of protecting their rights to make, use, or sell their inventions.

Solution: _____

3. Problem: Americans needed new, more efficient sources of power for their cities.

Solution: _____

4. Problem: Americans did not have a way to send messages to Europe in a timely fashion.

Solution: _____

5. Problem: Many businesses needed to raise capital in order to expand.

Solution: _____

6. Problem: Many laborers became dissatisfied with their working conditions and wages.

Solution: _____

7. Problem: People poured into cities faster than housing could be built for them.

Solution: _____

8. Problem: The living conditions in the tenements were terrible; sanitation and health problems arose.

Solution: _____

9. Problem: Poverty left people hungry and homeless; children had no place to play.

Solution: _____

★ FACT BANK

- | | |
|---|---|
| A. Tenements were constructed. | E. The Salvation Army set up soup kitchens and opened shelters. |
| B. Settlement houses provided necessary services. | F. Labor unions were formed. |
| C. More iron, steel, coal, and timber were produced, creating many new jobs. | G. The government gave out patents. |
| D. Corporations were formed. | H. Cyrus Field laid a transatlantic telegraph cable. |
| | I. Thomas Edison helped to build the first large electric power plant. |

**Reteaching Activity 18-3**

DIRECTIONS: Crossword Puzzle Complete the crossword puzzle about United States reform and expansion by writing the term that matches each clue.

Across

2. A powerful organization linked to political parties is a _____ machine.

3. unequal treatment because of race, religion, ethnic background, or place of birth

5. amendment that provided for the direct election of senators

6. a time when Japan and many European nations created large empires

7. men and women who fought for a woman's right to vote

9. the leader of the Cubans in their war for independence against Spain

10. a journalist who helped progressives by exposing injustices

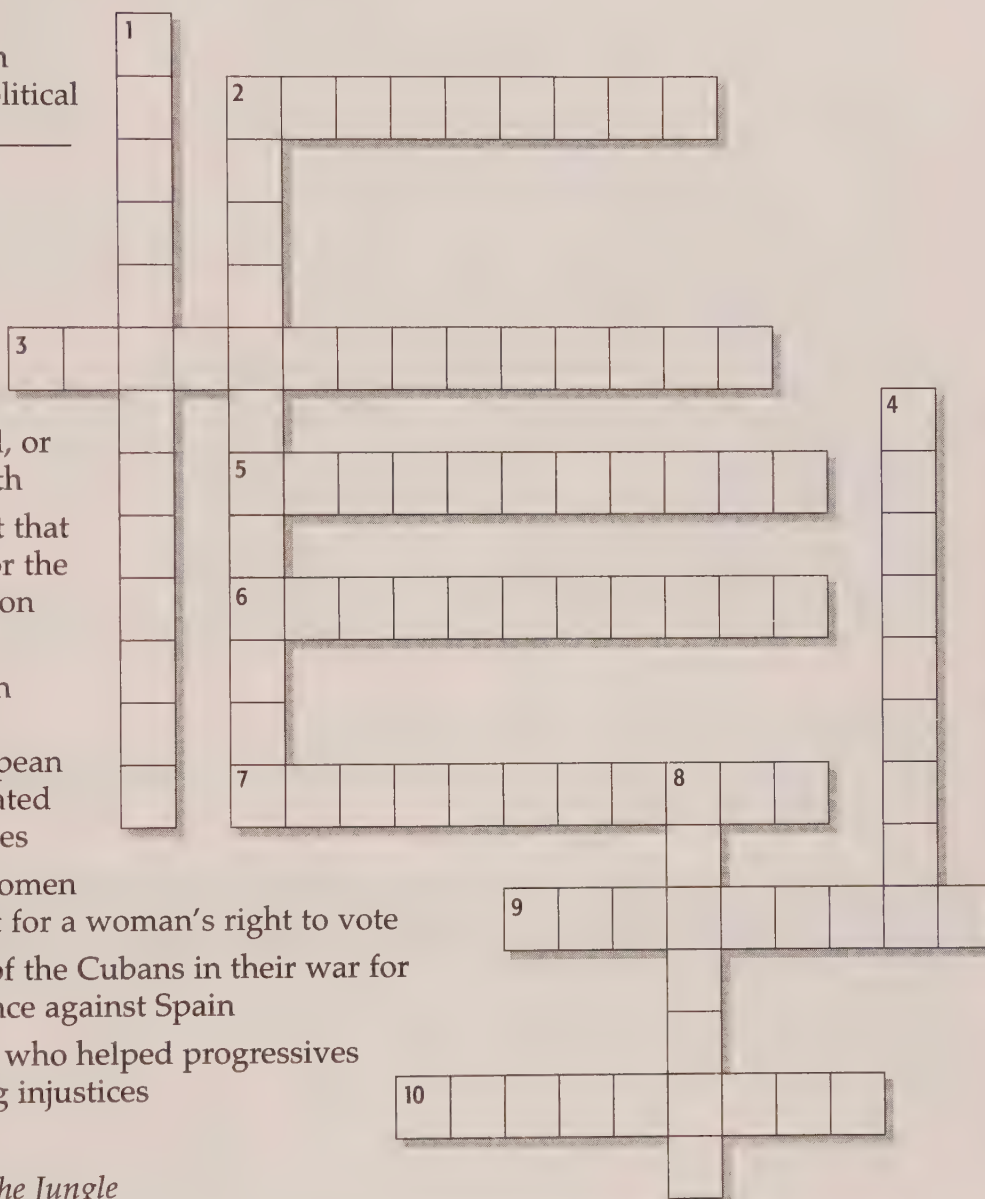
Down

1. author of *The Jungle*

2. people who believed that the efforts of individuals and government could make society better

4. the first Progressive president

8. antitrust act that made it illegal for companies to limit competition



**Reteaching Activity 18-4**

DIRECTIONS: Sequencing Events Number the events in the order in which they occurred.

- _____ **A.** Congress passes the Selective Service Act.
- _____ **B.** The Allied and Central Powers are formed.
- _____ **C.** The United States declares war on Germany.
- _____ **D.** A German U-boat sinks the *Lusitania*.
- _____ **E.** American soldiers take their first offensive action of the war.
- _____ **F.** The League of Nations is formed.
- _____ **G.** The Bolsheviks overthrow Russia's government.
- _____ **H.** An armistice agreement is signed by the United States and Germany.
- _____ **I.** The Red Scare begins in the United States.
- _____ **J.** The Treaty of Versailles is negotiated.
- _____ **K.** The Twenty-first Amendment is written to repeal Prohibition.

DIRECTIONS: Essay Answer the following questions.

1. Why do you think people in the United States were concerned about communism after World War I?

2. Why do you think the United States did not declare war against Germany immediately after the *Lusitania* sank?


★ **Enrichment Activity 18-1****Building a House**

When Easterners moved west to live on the Great Plains, they left many things behind, including styles of building homes that did not work on the almost treeless prairie.

Because they lacked lumber to build homes, the pioneers built houses of sod—the most abundant material on the Plains. Some carved dugouts in the sides of hills and covered the dugouts with brick-like rectangles made of packed soil and grass roots. Others used sod “bricks.” Study the picture of an Eastern log house.



DIRECTIONS: Creating a Chart For each category below, list the features of the two kinds of houses.

 Pioneer Housing		
	Eastern House	Western House
Materials needed:		
Method of construction:		
Major disadvantages:		

Activity

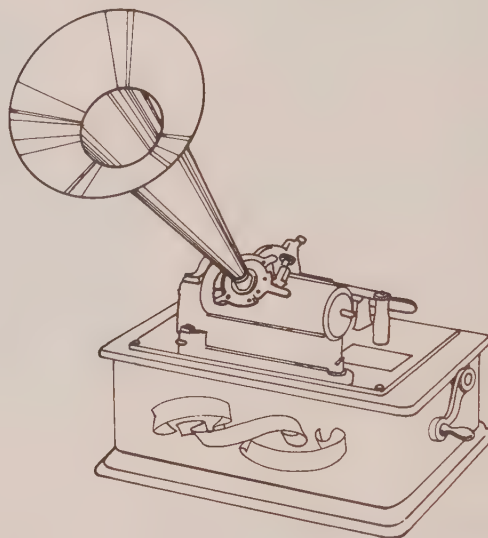
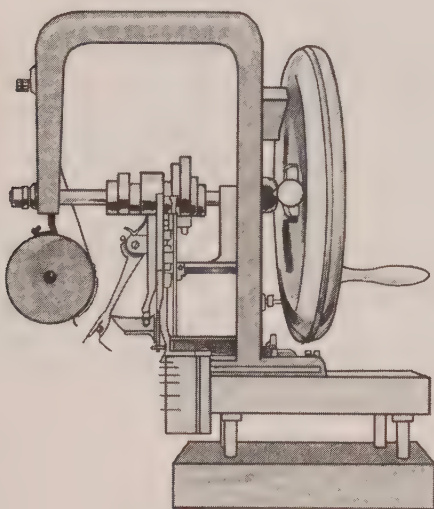
DIRECTIONS: Creating a Diagram On a separate sheet of paper, draw a diagram of the inside and outside of a modern home. Label those features of the modern home that you think a pioneer would most appreciate. Be ready to explain the reasons for your choices to the class.

★ Enrichment Activity 18-2

**Inventions**

During the late 1800s, the government granted many patents for new inventions. Two important inventions are pictured below. One invention was made by a very famous inventor, Thomas Edison. The other was made by an important inventor named Elias Howe. Do research about these two men. Then study each picture and determine what each invention is and who invented it.

DIRECTIONS: Drawing Conclusions On the lines provided, identify the invention and explain how it operated. Give the inventor and the year of the invention.



Item 1:

Invention: _____

Purpose: _____

Inventor: _____

Date: _____

How It Worked: _____

Item 2:

Invention: _____

Purpose: _____

Inventor: _____

Date: _____

How It Worked: _____

Activity

DIRECTIONS: Creating an Advertisement Choose one of the inventions above and, on a separate sheet of paper, create an advertisement for your machine. Explain its special features and why someone would want to purchase it.

★ **Enrichment Activity 18-3****March on Washington**

This news article appeared in a Baltimore newspaper on March 3, 1913.

8,000 WOMEN MARCH IN WASHINGTON, D.C.

Eight thousand women, marching in the woman suffrage pageant today, practically fought their way foot by foot up Pennsylvania Avenue, through a surging throng that completely defied Washington police, swamped the marchers, and broke their procession into little companies. The women, trudging stoutly along under

great difficulties, were able to complete their march only when troops of cavalry from Fort Myers were rushed into Washington to take charge of Pennsylvania Avenue. No inauguration has ever produced such scenes, which in many instances amounted to nothing less than riots.

SOURCE: Stevens, Doris. *Jailed for Freedom, American Women Win the Vote*. NewSage Press.

DIRECTIONS: Classifying Information Newspaper articles often provide information to answer the questions *Who?*, *What?*, *When?*, *Where?*, and *Why?* Based on this article and what you know, complete the information below with as much detail as you can about the incident.

Who? _____

What? _____

When? _____

Where? _____

Why? _____

Activity

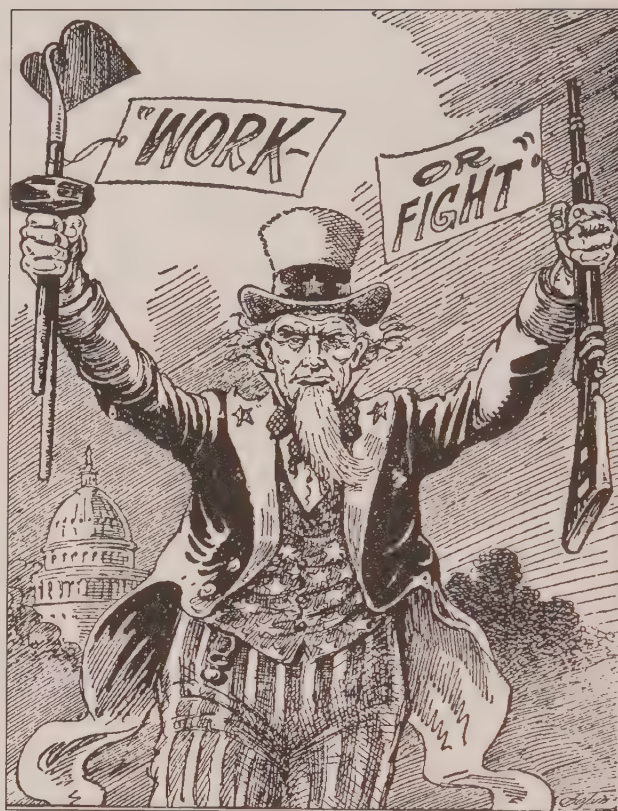
DIRECTIONS: Creating a Sign Many women in the march carried signs with slogans. On a separate sheet of paper, design a sign that the writer of the article might have held while viewing the march. Be ready to explain your slogan. Did the writer of the original news story support woman suffrage, the right to peaceful marches, or the crowd's actions? How can you tell?

★ Enrichment Activity 18-4



You Have a Choice

Once the United States became involved in World War I, the country worked quickly to prepare for fighting. The nation's industry expanded to supply weapons. Women and minorities replaced men who had left their jobs in industry to join the armed forces. The government worked to resolve labor disputes, and workers agreed not to strike so production of vital war materials would not be interrupted. In order to supply food for the Allied war refugees, the government encouraged farmers to produce more food and the public to eat less. The Committee on Public Information hired speakers, writers, artists, and actors to build support for the war by convincing Americans that the war represented a battle for democracy and freedom. The political cartoon to the right, appeared in 1917.



SOURCE: Bailey, Thomas A. and David M. Kennedy. *The American Pageant, A History of the Republic*. Stanford University.

DIRECTIONS: Analyzing the Cartoon

The cartoon presents a clear message about what was expected of Americans. List the symbols and words that the cartoonist used to persuade Americans to support the war. Tell the meaning of each.

Symbol/Words

Meaning

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Activity

DIRECTIONS: Drawing a Political Cartoon On a separate sheet of paper, draw your own political cartoon supporting a current issue of importance. Use an approach similar to the one in the 1917 cartoon.

Chapter 19 Resources

Vocabulary Activity 19: <i>The Making of Modern America</i>	48
Chapter Skills Activity 19: <i>Problem Solving</i>	49
Critical Thinking Skills Activity 19: <i>Identifying Central Issues</i>	51
Geography and History Activity 19: <i>The Civil Rights Era</i>	53
Time Line Activity 19: <i>Jimmy Carter: President and Private Citizen</i>	55
Linking Past and Present Activity 19: <i>Space Exploration</i>	57
Primary Source Reading 19: <i>Song of the Civil Rights Era</i>	59

★ Vocabulary Activity 19

DIRECTIONS: Understanding Definitions Select the term that answers each question below. Write the correct term in the space provided.

civil disobedience**embargo****stalemate****federal debt****island hopping****terrorism****affluence****feminists****human rights****Holocaust****genocide**

1. What term refers to the murder of 6 million Jews by Nazis during World War II?

2. What word means the killing of an entire group of people? _____
3. What is a strategy where an island is seized and then used as a base for attacking another island? _____
4. What term describes a situation in which neither side can win? _____
5. What is another word for wealth? _____
6. What is the refusal to obey laws that are considered unjust? _____
7. What term refers to activists for women's rights? _____
8. What is a ban on shipments? _____
9. What term describes a concern that governments around the world grant more freedom to their people? _____
10. What is the term for the amount of money owed by the government? _____
11. What term refers to the use of violence by groups against civilians to achieve a political goal? _____

DIRECTIONS: Using Vocabulary Use each of the following terms correctly in a complete sentence. Write the sentences on a separate sheet of paper.

dictator**segregation****perjury****counter-terrorism**

★ Chapter Skills Activity 19

Problem Solving

Solving a problem is a multistep process. The first step is identifying the problem. Then you can gather information, consider possible solutions and the advantages and disadvantages of each, choose a solution, and evaluate its effectiveness. In 1929 America was faced with several economic problems.

Problem	Solution	Outcome
Stock prices plummet.	The market closes.	More panic selling is prevented.
Auto industry suffers from lagging orders.	Employee wages are cut.	Americans can no longer afford consumer goods.
Farmers need equipment, but do not have money to buy it.	Farmers purchase equipment on credit.	Small banks have to close when farmers fail to meet loan payments.
Unemployed workers are hungry.	President Hoover asks charities to help needy.	Charities, churches, and volunteers work to provide relief.
Bonus Army requests promised \$1,000.	Congress and the president turn down the veterans' request.	Violence erupts.
Americans need jobs.	Roosevelt creates the Civilian Conservation Corps.	Two and a half million young men get jobs.
Farm prices are down.	Congress passes the Agricultural Adjustment Act to raise farm prices and control farm production.	The Supreme Court rules that the Agricultural Adjustment Act is unconstitutional.

DIRECTIONS: Review the chart. Look carefully at the outcome of each solution. Answer the questions on a separate sheet of paper.

- Which solutions solved the listed problems?
- What is the strength or weakness of each solution?

CRITICAL THINKING

- Using Problem-Solving Skills** How would you solve some of the problems listed above in order to get a more positive outcome?

Activity

DIRECTIONS: Choose a political or an economic problem that the United States faces today. Use the media center to research the problem. Create a chart that identifies the problem and possible solutions. Evaluate whether each solution will effectively resolve the problem. Complete your chart by choosing a solution and explaining why you think it will work.

Critical Thinking Skills Activity 19

Identifying Central Issues

SOCIAL STUDIES OBJECTIVE: Analyze information by identifying the main idea

LEARNING THE SKILL

Identifying central issues, or finding the main idea, helps you understand historical concepts, central figures, and why historical events unfold. To find a main idea in a passage, identify the purpose of the passage and how important details relate to one another.

EXCERPT FROM THE FIRST INAUGURAL ADDRESS OF FRANKLIN D. ROOSEVELT, MARCH 4, 1933

... This great Nation will endure as it has endured, will revive and will prosper. So, first of all, let me assert my firm belief that the only thing we have to fear is fear itself . . . which paralyzes needed efforts to convert retreat into advance. . . .

... taxes have risen; our ability to pay has fallen; government . . . is faced by serious curtailment of income . . . the withered leaves of industrial enterprise lie on every side; farmers find no markets . . . [and] the savings of . . . [many] families are gone. . . .

More important, a host of unemployed citizens face the grim problem of existence, and an equally great number toil with little return. . . .

Yet . . . we have still much to be thankful for. . . . Plenty is at our doorstep, but a generous use if it languishes in the very sight of supply. Primarily this is because the rulers of the exchange of mankind's goods have failed, through their own stubbornness and their own incompetence. . . .

Our greatest primary task is to put people to work. This is no unsolvable problem if we face it wisely and courageously. It can be accomplished in part by direct recruiting by the Government itself, treating the task as we would treat the emergency of a war, but at the same time, through this employment, accomplishing greatly needed projects to stimulate and reorganize the use of our natural resources.

... we now realize . . . that we can not merely take but we must give as well . . . [and] we must move as a trained and loyal army willing to sacrifice for the [common] good. . . .

SOURCE: Franklin D. Roosevelt, Inaugural Address, March 4, 1933.

APPLYING THE SKILL

DIRECTIONS: Use the passage to answer the following questions.

1. What was the main idea that President Roosevelt was trying to get across to the American people in this address?

2. What did Roosevelt see as the main problem that had to be solved?

(continued)

Critical Thinking Skills Activity 19**Identifying Central Issues**

3. What did Roosevelt see as the main obstacle to solving the nation's problems? Why did he see this as an obstacle?

4. Did Roosevelt think the federal government had a role in the nation's recovery? Explain your answer.

5. Was criticism of the actions of Herbert Hoover, who held office before Roosevelt, an important theme in Roosevelt's address? Explain your answer.

PRACTICING THE SKILL

DIRECTIONS: In the blank at the left, write the letter of the choice that best answers the question.

- _____ 1. What did Roosevelt mean when he said that "the withered leaves of industrial enterprise lie on every side"?
A. Many trees had died in American cities.
B. American industry was burdened with a surplus of goods.
C. Many American factories were doing badly or had shut down.
D. Too many Americans worked in factories.
- _____ 2. What is the central idea of this sentence from the address: "Plenty is at our doorstep, but a generous use of it languishes in the very sight of supply"?
A. America had too few resources for its population.
B. The countries that bordered the United States had resources that we should have used.
C. Although our nation had great resources, Americans were going without what they needed.
D. There was too great a supply of goods and resources in the United States.
- _____ 3. Why would Roosevelt's inaugural address be an important source of information about the period when he became president?
A. There is no other information about that time period.
B. Inaugural addresses explain what a new president thinks is important.
C. It explains why he decided to run for president.
D. It explains the way the federal government worked at the time.

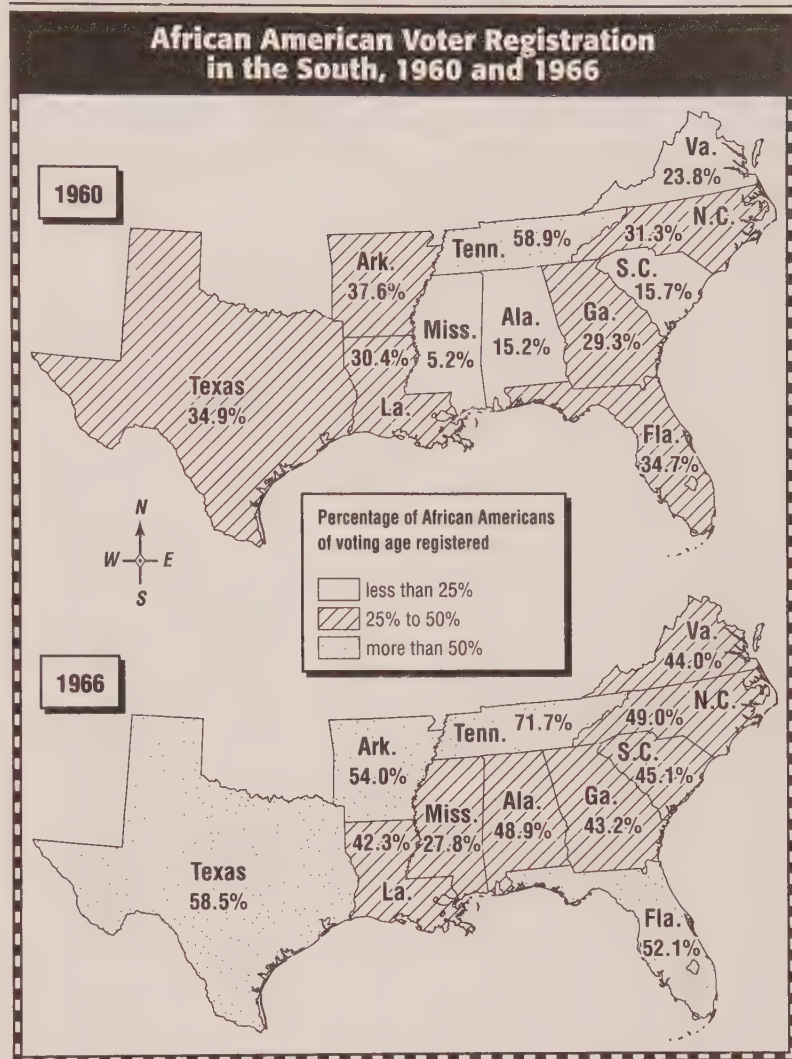


GEOGRAPHY AND HISTORY ACTIVITY 19



DIRECTIONS: Write your answers to questions 1–4 on the map. You may abbreviate if you wish.

- As a result of the Voting Rights Act of 1965, the number of African Americans who registered to vote increased markedly in the South. Examine the maps. Then use red to color the state (on the 1966 map) where the percentage of registered African American voters showed the greatest increase between 1960 and 1966.
- Use blue to color the state (on the 1966 map) that made the smallest gain in African American voter registration.
- Use green to color the state (on the 1966 map) that had the highest percentage of African American voter registration in both 1960 and 1966.
- Use yellow to color the state (on the 1966 map) where African American voter registration was more than five times greater in 1966 than in 1960.
- Do you think the Voting Rights Act achieved its objective? Use information from these maps to help explain your answer. _____

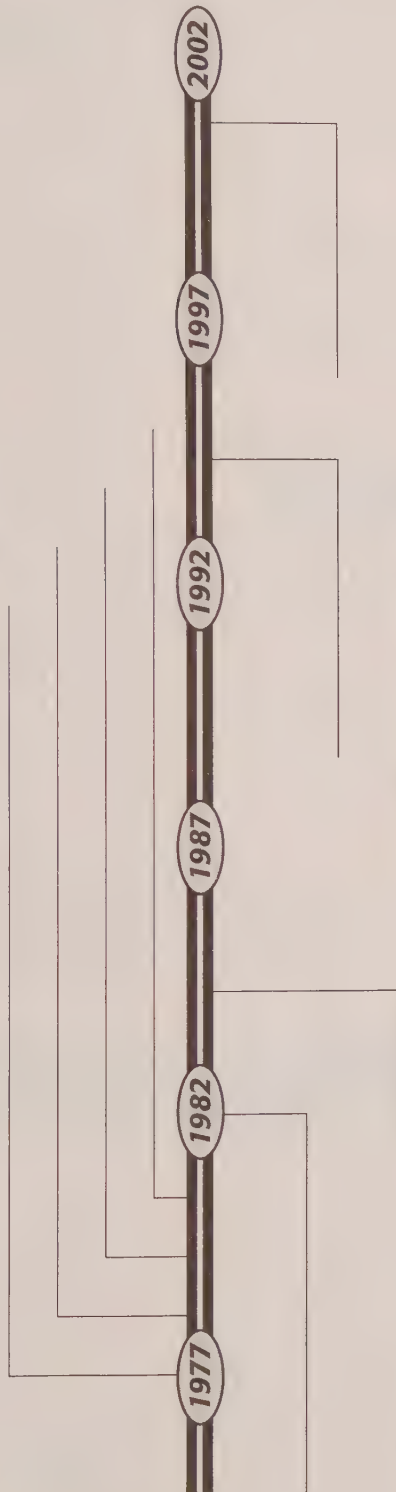


★ Time Line Activity 19

Jimmy Carter: President and Private Citizen

DIRECTIONS: Complete the time line by entering the dates in the appropriate spaces.

PRESIDENTIAL YEARS (1977–1981)



POST-PRESIDENTIAL YEARS (1982–2001)

Background

Jimmy Carter's presidency was marred by his inability to work successfully with Congress. As a private citizen, ex-President Carter has turned his energies to writing, teaching, building homes for the poor, and promoting democracy around the world.

PRESIDENTIAL YEARS

- Carter signs two treaties with Panama in 1977.
- A year later Carter hosts peace negotiations between the leaders of Israel and Egypt at Camp David.
- Carter signs SALT II with the Soviet Union in 1979.
- The next year Carter's authorized mission to rescue United States hostages in Iran fails.

POST-PRESIDENTIAL YEARS

- In 1982 Carter founds the Carter Center, a research and advocacy center.
- Since 1984 Carter has helped build homes for the poor for Habitat for Humanity.
- In June 1994 Carter acts as President Bill Clinton's unofficial emissary to North Korea to diffuse crisis over nuclear weapons.
- Carter published *An Hour Before Daylight: Memories of a Rural Boyhood* in 2001.

Linking Past and Present Activity 19



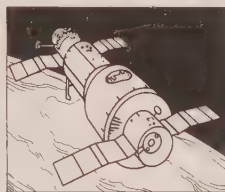
Space Exploration

THEN

The space age began on October 4, 1957, when the Soviet Union launched a 29-inch satellite called *Sputnik I*. It was the first object to be sent beyond Earth's atmosphere.

Sputnik I profoundly affected Americans. It signaled the beginning of the "space race"—an ongoing competition between the United States and the Soviet Union to explore space. The space race was an outgrowth of the Cold War between the two nations.

On January 31, 1958, the United States launched its first satellite, *Explorer I*. Then on April 12, 1961, Soviet cosmonaut Yuri Gagarin became the first human to fly beyond Earth's atmosphere into space. Less than a month later, on May 5, 1961, Alan B. Shepard, Jr., became the first American in space.



NOW

Today Russian and American scientists explore space together.

In July 1975 a historic "handshake in space" began joint scientific endeavors. The United States *Apollo* capsule docked with the Soviet *Soyuz* spacecraft, creating a temporary space station.

In 1986 the Soviet Union boosted into orbit the first permanently-manned orbiting space station. They named it *Mir*, which means "peace." American astronauts, including Norman Thagard, Shannon Lucid, and John Blaha, have lived aboard *Mir* with Russian cosmonauts.

The first crew of one American and two Russians arrived at the International Space Station on November 2, 2000. The station is being built in space by astronauts and scientists from the United States, Russia, Canada, Japan, and the European Space Agency. The United States *Space Shuttle* and Russian *Soyuz* spacecraft will carry new modules, crews, and supplies to the station.

Activity

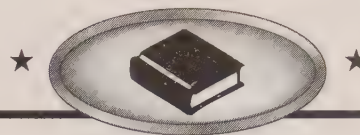
DIRECTIONS: Completing a Chart The chart below lists five notable space flights. Research to find out what year each flight took place and why it was important. Then complete the chart.



Space Voyages

Spacecraft Name	Mission Commander(s)	Year	Mission Description
1. <i>Vostok I</i>	Yuri Gagarin		
2. <i>Friendship 7</i>	John Glenn		
3. <i>Vostok VI</i>	Valentina Tereshkova		
4. <i>Apollo 11</i>	Neil Armstrong, Buzz Aldrin, Michael Collins		
5. <i>Columbia</i> (maiden voyage)	Robert Crippen, John Young		

★ Primary Source Reading 19



Song of the Civil Rights Era

Interpreting the Source Those who fought to end segregation used marches, sit-ins, boycotts, and songs. As you read the freedom song below, imagine the spirit with which it was sung in 1963.

If You Miss Me From the Back of the Bus

Words: Carver Neblett Music: Traditional

© 1963 (renewed) by Sanga Music Inc. All Rights Reserved. Used by Permission.

VERSE

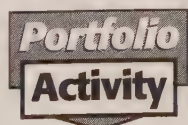
If you miss me on the back of the bus,
and you can't find me no - where, Come on up to the
front of the bus, - I'll be rid - in' up
there. I'll be rid - in' up there,
I'll be rid - in' up there. Come on up to the
front of the bus, - I'll be rid - in' up there.

SOURCE: *Sing for Freedom: The Story of the Civil Rights Movement Through Its Songs*, compiled and edited by Guy and Candie Carawan. Bethlehem, PA: Sing Out Corporation, 1990.

DOCUMENT-BASED QUESTIONS

DIRECTIONS: Answer the following question on a separate sheet of paper.

- Another verse of this song is "If you miss me from the front of the bus, and you can't find me nowhere, / Come on up to the driver's seat, I'll be drivin' up there." What does that verse mean?
- The Montgomery bus boycott in 1956 is considered the start of the modern civil rights movement. Why do people use boycotts? When are boycotts most effective?



DIRECTIONS: Writing a Song Consider the state of civil rights and racial equality today. Write the lyrics to your own song expressing the fight for civil rights today.

Chapter 19 Section Resources

Guided Reading Activity 19-1: <i>Depression and a Second World War</i>	61
Guided Reading Activity 19-2: <i>Turning Points</i>	62
Guided Reading Activity 19-3: <i>Modern America</i>	63
Guided Reading Activity 19-4: <i>The War on Terrorism</i>	64
Reteaching Activity 19-1: <i>Depression and a Second World War</i>	65
Reteaching Activity 19-2: <i>Turning Points</i>	66
Reteaching Activity 19-3: <i>Modern America</i>	67
Reteaching Activity 19-4: <i>The War on Terrorism</i>	68
Enrichment Activity 19-1: <i>The Four Freedoms Speech</i>	69
Enrichment Activity 19-2: <i>Response to the Red Scare</i>	70
Enrichment Activity 19-3: <i>Changes Around the World</i>	71
Enrichment Activity 19-4: <i>The War on Terrorism</i>	72

★ **Guided Reading Activity 19-1**

DIRECTIONS: Filling in the Blanks Use your textbook to fill in the blanks using the words in the box. Use another sheet of paper if necessary.

Public Works Administration	Japan	1945	Allies
Franklin Delano Roosevelt	1944	neutral	atomic
Great Depression	railroad	dictators	1920s
October 1929	millions	economy	Japanese
World War II	surrendered	50 million	

The Great Depression

The New York stock market collapsed in **(1)** _____. This crash shook people's confidence in the **(2)** _____. Other factors, working together, caused the economic crisis called the **(3)** _____. The textile, lumber, mining, and **(4)** _____ industries declined. As a result of the Depression, **(5)** _____ lost their jobs. During the 1932 presidential election, **(6)** _____ promised a "new deal for the American people." The New Deal created the Civilian Conservation Corps and established the **(7)** _____.

World War II

The events leading to World War II began in the **(8)** _____. In several nations, **(9)** _____ seized power by playing on the fear and anger people felt from World War I and the Great Depression. In 1940, Germany, Italy, and **(10)** _____ became the Axis Powers. America remained **(11)** _____ until Japan attacked Pearl Harbor in 1941. The United States joined the **(12)** _____ against the Axis powers. As the Allies advanced into Italy in 1943, the Italians overthrew Mussolini and **(13)** _____. Rome and Paris were both liberated in the summer of **(14)** _____. Germany surrendered in the spring of **(15)** _____. The war in the Pacific continued between American and **(16)** _____ forces. In August 1945, the United States dropped two **(17)** _____ bombs on Japan. The victory over Japan marked the end of **(18)** _____. At least **(19)** _____ soldiers and civilians died—more than during any other war.

**Guided Reading Activity 19-2**

DIRECTIONS: Recalling the Facts Use the information in your textbook to answer the questions. Use another sheet of paper if necessary.

1. What was the Truman Doctrine? _____
2. Who won the 1952 presidential election? _____
3. Where did American troops fight Mao Zedong's forces? _____
4. What was the goal of the Federal Highway Act? _____
5. When did Alaska and Hawaii enter the Union? _____
6. What was the ruling of the Supreme Court in *Brown v. Board of Education*?

7. What civil rights law did President Lyndon B. Johnson persuade Congress to pass?

8. Who was assassinated on April 4, 1968? _____
9. What groups found inspiration in the struggle of African Americans for equal rights? _____
10. Who organized thousands of Hispanic migrant farm workers into the United Farm Workers? _____
11. When did Congress pass the Indian Civil Rights Act? _____
12. Who seized power in Cuba in 1959? _____
13. What did the Berlin Wall symbolize? _____
14. How many American troops were in Vietnam by the end of 1968? _____
15. What was President Nixon's plan to achieve "peace with honor" called?

16. What reaction did the Cambodian invasion spark? _____
17. How many Vietnamese died between 1965 and 1975 due to the Vietnam War?

**Guided Reading Activity 19-3**

DIRECTIONS: Outlining Locate each heading in your textbook. Then use the information under the heading to help you write each answer. Use another sheet of paper if necessary.

I. Crisis of Confidence**A. Nixon's Administration**

1. Who negotiated an agreement to end the oil crisis? _____
2. How did Nixon give state governments more influence? _____

B. Watergate—When did Nixon resign? _____**C. The Carter Presidency**

1. How did Carter try to speed economic growth? _____
2. What did the Camp David negotiations lead to? _____

II. New Challenges**A. The Reagan Presidency—Who became the new leader of the Soviet Union?****B. The Bush Presidency—What was Operation Desert Storm?****C. The Clinton Presidency**

1. What did the North American Free Trade Agreement call for?
2. What did President Clinton focus on during his second term?

D. The Election of 2000—How many electoral votes were needed to win? _____**E. A New Bush Administration—Who was the first Asian American woman to be appointed to a president's cabinet? _____****F. Domestic Policy—What did President Bush sign into law in May 2001? _____****G. International Affairs—What is the Powell Doctrine? _____****III. Looking to the Future****A. The Global Economy—What does the World Trade Organization do?****B. A Changing Society—By 2000 what percentage of the United States population was foreign born? _____****C. Environmental Challenges—What might global warming cause? _____****D. Threats to Peace and Security—What are two examples of domestic terrorism?**

★ Guided Reading Activity 19-4

DIRECTIONS: Recalling the Facts Use the information in your textbook to answer the questions. Use another sheet of paper if necessary.

1. When did terrorists crash airplanes into the World Trade Center and the Pentagon? _____
2. What religion do most people in the Middle East follow? _____
3. When did the Soviet Union invade Afghanistan? _____
4. Who founded an organization called al-Qaeda in 1988? _____
5. Who did al-Qaeda recruit to fight the Soviets? _____
6. Where did terrorist truck bombs kill more than 200 people? _____
7. What did President Clinton do shortly after the embassy bombings?

8. What did Osama bin Laden hope to accomplish through acts of terrorism?

9. How did people throughout the nation help after the terrorist attacks in New York City, Washington, D.C., and Somerset, Pennsylvania? _____

10. Why did President Bush visit the Islamic Center in Washington?

11. Who was appointed to the new cabinet-level post, Homeland Security?

12. What did the USA Patriot Act of 2001 do? _____
13. How did world leaders respond to the death and devastation in America?

14. What ethnic groups make up the Northern Alliance?

15. What did Bush demand that the Taliban do? _____

★ Reteaching Activity 19-1

DIRECTIONS: Sequencing Events For each section, number the events in the order in which they occurred.

Section I. The Great Depression

- ___ **A.** The New Deal creates the Civilian Conservation Corps.
- ___ **B.** Thousands of banks across the nation close.
- ___ **C.** Business slows and another recession hits the nation.
- ___ **D.** Roosevelt takes office.
- ___ **E.** New York stock market collapses.
- ___ **F.** Franklin Delano Roosevelt promises a "new deal for the American people."

Section II. World War II

- ___ **A.** French and American soldiers liberate Paris.
- ___ **B.** Germany, Italy, and Japan sign a pact and become allies.
- ___ **C.** The United States drops two atomic bombs.
- ___ **D.** Germany and Italy declare war on the United States.
- ___ **E.** American ships destroy most of the Japanese fleet at the Battle of Leyte Gulf.
- ___ **F.** Hitler sends his army into Poland.
- ___ **G.** Allied ships land thousands of troops on the coast of Normandy.
- ___ **H.** Japanese warplanes attack the American military base at Pearl Harbor, Hawaii.
- ___ **I.** American and Japanese fleets clash in the Coral Sea.
- ___ **J.** American forces seize the island of Iwo Jima.
- ___ **K.** British and American troops land in North Africa.

**Reteaching Activity 19-2**

DIRECTIONS: Completing an Outline Fill in the outline below by writing the letters of the items that belong under each topic.

Turning Points After World War II

I. American Growth and Prosperity

II. Demands for Change

III. Increased Equality

IV. Kennedy's Foreign Policy

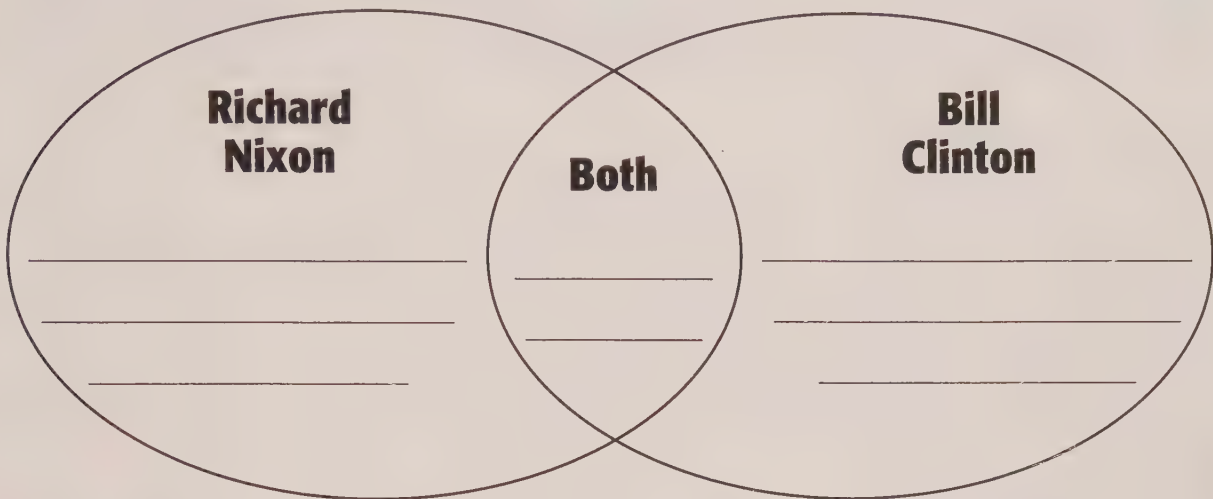
V. War in Vietnam

★FACT BANK

- | | |
|--|--|
| A. Martin Luther King, Jr., led a march in Alabama in 1963. | J. The construction of more than 40,000 miles of highways tied the nation together. |
| B. On February 13, 1965, Johnson ordered sustained bombing of North Vietnam. | K. César Chávez organized thousands of farm workers. |
| C. Alaska and Hawaii entered the Union. | L. Many young people opposed the war. |
| D. Congress passed a law requiring employers to offer more opportunities for disabled people. | M. In the spring of 1970, Nixon announced the invasion of Cambodia. |
| E. General William Westmoreland asked for additional troops. | N. Congress passed the Civil Rights Act of 1964. |
| F. New homes were built in the suburbs. | O. The National Organization for Women campaigned for an Equal Rights Amendment. |
| G. In 1968 Congress passed the Indian Civil Rights Act. | P. In February 1973, members of the American Indian Movement seized Wounded Knee, South Dakota. |
| H. The sit-in movement began in Greensboro, North Carolina. | Q. Kennedy refused to have the West leave Berlin. |
| I. In October 1962, Kennedy decided to blockade Cuba. | |

★ **Reteaching Activity 19-3**

DIRECTIONS: Completing a Venn Diagram The items in the Fact Bank are associated with Richard Nixon, Bill Clinton, or both. Write the letter of each item in the correct section of the diagram.



★ **FACT BANK**

- | | |
|---|--|
| A. won reelection | I. brokered an agreement giving Palestinians the right to their own government in Israeli territory |
| B. visited China in 1972 | J. served as the governor of Arkansas |
| C. Democrat | K. created Environmental Protection Agency |
| D. impeachment | L. cut government spending |
| E. introduced revenue sharing | M. scandal |
| F. ran against George Bush in 1992 | N. resigned on August 8, 1974 |
| G. convinced Congress to pass the Family Medical Leave Act | |
| H. took office in 1969 for first term | |

DIRECTIONS: Essay On a separate sheet of paper, answer the following questions.

1. What was the basis of Carter's foreign policy? Give an example of how Carter carried out his foreign policy.
2. What actions did Ronald Reagan take that resulted in an increase in the federal debt?



Reteaching Activity 19-4

DIRECTIONS: Word Cross Complete the puzzle by using the clues to spell out each term. Then write the term spelled vertically and its definition on line 10.

September 11, 2001

World Trade Center

Homeland Security

USS Cole

fundamentalists

Osama bin Laden

Taliban

counter-terrorism

al-Qaeda

1. Muslim fundamentalists
2. This group recruited Muslims to fight against the Soviets.
3. one of the U.S. locations where terrorists deliberately crashed airplanes
4. military or political activities intended to combat terrorism
5. an American warship attacked by terrorists
6. cabinet-level post created by President Bush
7. used his wealth to support the Afghani resistance

8. Muslims who support movements calling for the overthrow of pro-Western governments in the Middle East

9. the date on which terrorists attacked the World Trade Center and the Pentagon

10

1

2

3

4

5

6

7

8

9

10. _____

★ Enrichment Activity 19-1



The Four Freedoms Speech

In 1941 President Franklin D. Roosevelt made this speech:

In the future days which we seek to make secure, we look forward to a world founded upon four essential human freedoms.

The first is freedom of speech and expression—everywhere in the world.

The second is freedom of every person to worship God in his own way—everywhere in the world.

The third is freedom from want—which translated into world terms, means economic understandings which will secure to every nation a healthy peacetime life for its inhabitants—everywhere in the world.

The fourth is freedom from fear, which, translated into world terms, means a world-wide reduction of armaments to such a point and in such a thorough manner that no nation will be in a position to commit an act of . . . aggression against any neighbor—anywhere in the world.

SECTION 19-1

1. What phrase did Roosevelt repeat after he identified each freedom?

2. Why do you think Roosevelt repeated that phrase?

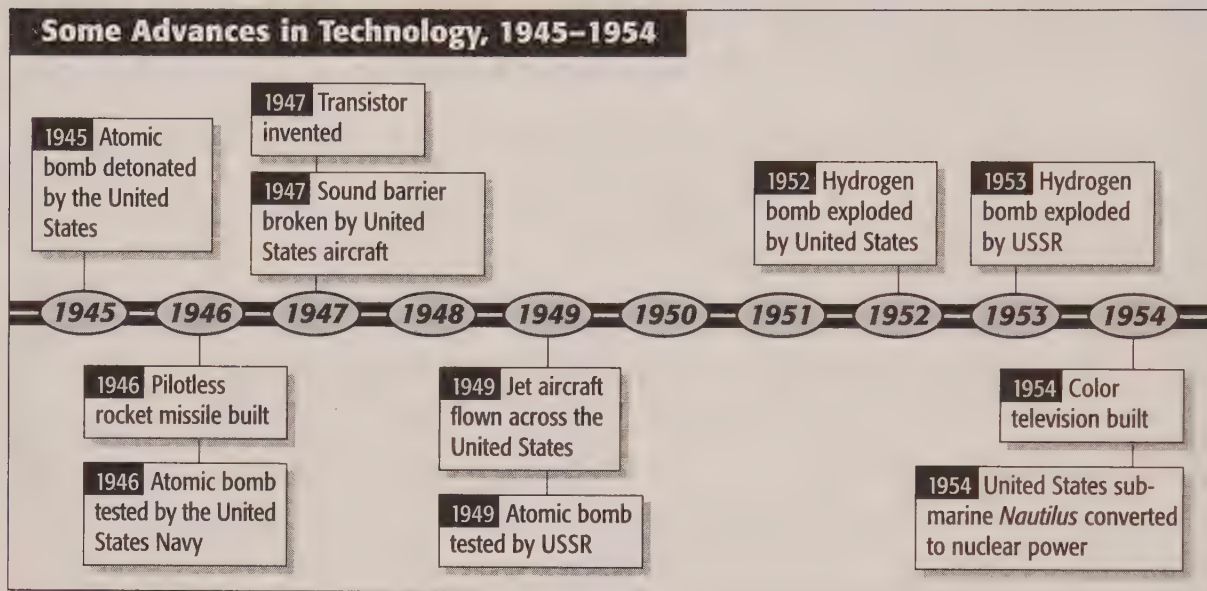
3. How many of Roosevelt's freedoms do you think have been accomplished? Explain.

Activity

DIRECTIONS: Writing an Essay Think about what freedom meant to Americans at the time of the Revolutionary War and what freedom means today. How do the ideas Roosevelt expressed compare to earlier and later ideas of freedom? Are his four freedoms the most important ones? On a separate sheet of paper, write an essay to answer these questions. In your essay be sure to tell what freedom means to you.

★ **Enrichment Activity 19-2****Response to the Red Scare**

Technology advanced during the years between 1945 and 1954. The Red Scare resulted in a rapid increase in the development of technologies that could be used for defense. Study the time line below.



DIRECTIONS: Interpreting a Time Line Use the time line to answer the following questions.

1. In what year did the United States first explode an atomic bomb? _____
2. How many years passed before the Soviet Union tested its first atomic bomb?

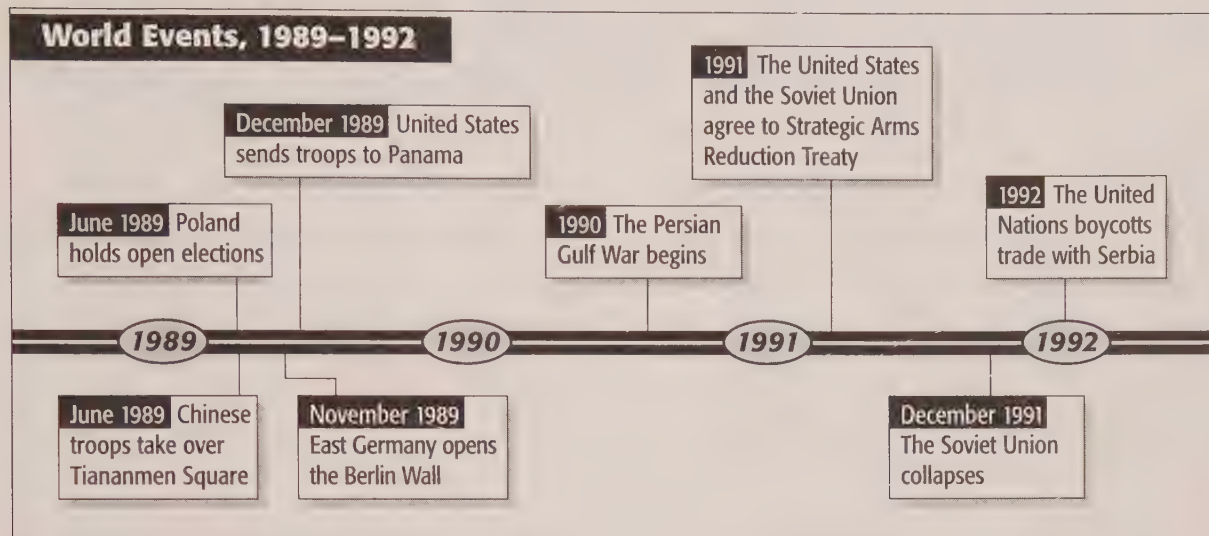
3. What developments occurred in 1946? _____
4. How many years passed between the explosion of a hydrogen bomb by the United States and by the Soviet Union? _____
5. What happened in the same year that a United States aircraft reached supersonic speeds? _____

Activity

DIRECTIONS: Writing a Memo Which of the technological changes shown on the time line could have been used for defense? You are an FBI agent in charge of maintaining security on the technologies. Write a memo to the other agents in your office in which you explain how the technologies could be used and how you recommend that security be maintained.

★ **Enrichment Activity 19-3****Changes Around the World**

During the presidency of George H.W. Bush, many dramatic changes took place around the world. The time line below shows some of these changes.



DIRECTIONS: Interpreting a Time Line Use the time line to answer the following questions.

1. In what year did Poland first hold democratic elections? _____
2. Which event occurred first, the opening of the Berlin Wall or the uprising in Tiananmen Square? _____
3. Which events occurred after the Persian Gulf War? _____
4. How many years passed between the opening of the Berlin Wall and the end of the Soviet Union? _____
5. Which Soviet block country achieved its goal of a democratic government first? _____

Activity

DIRECTIONS: Making a Scrapbook You are living in one of the foreign countries or regions mentioned on the time line when one of the events takes place. Create a scrapbook of items that will help you remember that important event. Collect photographs, make drawings, and write short descriptions of what happened. Add items that might have been a part of that time and place. Include appropriate captions. Share your scrapbook with your classmates.

★ Enrichment Activity 19-4



The War on Terrorism

DIRECTIONS: Crossword Puzzle Complete the crossword puzzle about issues and events surrounding the terrorist attacks on the United States.

Kenya and Tanzania
acts of terrorism

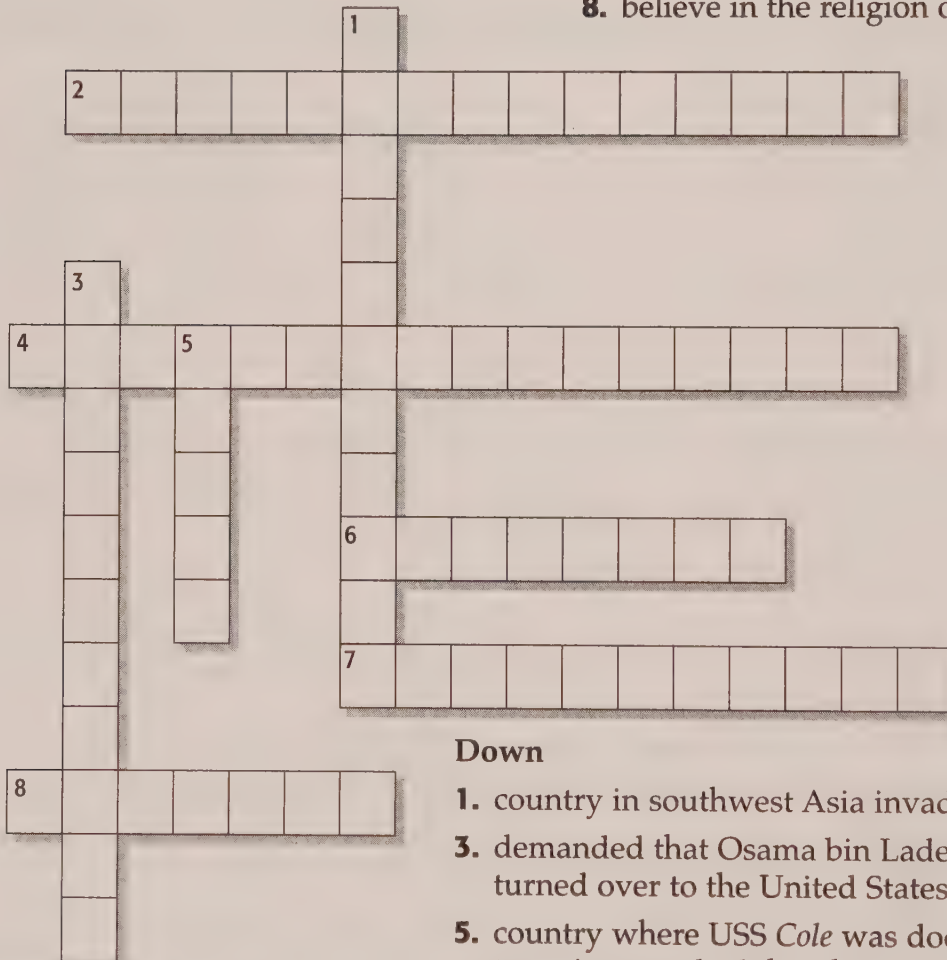
Yemen
George W. Bush

Muslims
NATO members

Tom Ridge
Afghanistan

Across

2. intended to make civilians fearful
4. truck bombs exploded at American embassies in these African countries
6. first head of Homeland Security
7. promised to support United States in its war against terrorism
8. believe in the religion of Islam



Down

1. country in southwest Asia invaded by Soviets
3. demanded that Osama bin Laden be turned over to the United States
5. country where USS *Cole* was docked when terrorists attacked this ship

Activity

DIRECTIONS: Creating a Map Pick one of the foreign countries included in the puzzle and learn more about it. Draw a map of the country. Then label important geographic features such as lakes, rivers, mountains, and so on.

ANSWER KEY

CITIZENSHIP ACTIVITY 7

Questions to Ask

1. paper
2. paper and paperboard; 34.9 million tons
3. plastics; 1.1 million tons; 2%
4. Students might speculate that Americans continue to generate an increase in waste with accompanying efforts to increase recycling.

ECONOMICS AND HISTORY ACTIVITY 7

Income Sources and Expenses

1. individual income taxes
2. Most tax dollars are spent for defense and defense-related areas.
3. 11%
4. Students may note that the more money paid in taxes, the less buying power an individual has, and therefore, less money is invested into goods and services.
5. Students should explain how they would change the percentages and explain why.

Critical Thinking

Answers should include the idea that to reduce the amount of money needed, the government must first reduce its expenses.

AMERICAN LITERATURE READING 7

1. She studies fashion magazines with her customer, goes with the customer to pick out material at the remnants store, and bargains with the store owners. She then tailors the dress to fit the customer.
2. Her left hand was pierced through by a needle when she was working at the Triangle Shirtwaist Factory. The wound had been sewn so clumsily that a tuft of flesh lay folded over the palm.
3. Answers will vary. Some students will say that his mother's work—as a dress-

maker and a mother—deeply affected the family. Her desire to keep the family together keeps them unified in their cause to “make good.”

4. Answers will vary, but students might choose the image of the candle burning on top of the icebox because of its meaning for the author.
5. Answers will vary, but students should cite details from the selection to support their statements.

INTERDISCIPLINARY ACTIVITY 7

1. Animation is a technique that produces the illusion of movement from a series of drawings.
2. It was the first animated cartoon with sound.
3. Drawings will vary, but in each illustration, the position of the arm should rise very slightly to indicate progressive movement.
4. Answers will vary. Students may comment that cartoons were a new form of graphic art. Disney and his characters were the most famous within this form. Disney introduced the sound cartoon.

Activity:

- **Mickey Mouse:** A Disney cartoon character
- **Walt Disney:** The creator of a series of cartoons and films
- **Al Gore:** The vice president of the United States during the Clinton administration
- **Your Congressional Representative:** Answers will vary.
- **Your United States Senator:** Answers will vary.

ANSWER KEY

- **Vincent Van Gogh:** French Impressionist painter
- **Raphael:** Italian Renaissance painter
- **Pablo Picasso:** Modern abstract painter
- **José Clemente Orozco:** Mexican muralist and painter

HANDS-ON HISTORY ACTIVITY 7

1. The weather is usually fine when the barometer is up. The weather is cloudy or rainy when the barometer is down. When the barometer is in the middle, it usually means the weather is going to change.
2. Tying the balloon to the jar keeps additional air from entering it so that the diaphragm formed from the balloon will move up and down as the pressure changes.
3. Answers will vary depending on weather conditions. If high or low pressure systems move through, readings will vary more than if slow-moving or stationary fronts are present.
4. Air pressure moves the rubber diaphragm, which forces the straw to move up and down.
5. Answers may vary. Scientists generally believe that people are “in a better mood” when barometric pressure is high—possibly because high pressure is associated with fair weather.

VOCABULARY ACTIVITY 18

1. collective bargaining
2. horizontal integration
3. vertical integration
4. suffragist
5. settlement house
6. imperialism

7. vaqueros
8. boomtown
9. transcontinental
10. trust
11. muckraker
12. prohibition

Using Vocabulary

Answers will vary but should reflect an understanding of the vocabulary words.

CHAPTER SKILLS ACTIVITY 18

Students should place the names, ages, ships, countries, years, and genders in the appropriate fields to complete the database.

1. name
2. year
3. search by ship name
4. Answers may include: An electronic database makes the immigration process faster; it makes it possible for all immigration information to be shared nationally; it allows people to enter the country through many different places.

CRITICAL THINKING SKILLS ACTIVITY 18

Applying the Skill

1. Students should predict that the area of the range of buffalo in North America would be smaller than it appears on the 1500 map.
2. Students should predict that the loss of large numbers of buffalo would have decreased the supply of food and materials for clothing and shelter for Native American tribes of the grasslands. The result would have been a decrease in Native American population in the area.
3. Students should predict that the population would have continued to decline and the species might have become extinct.

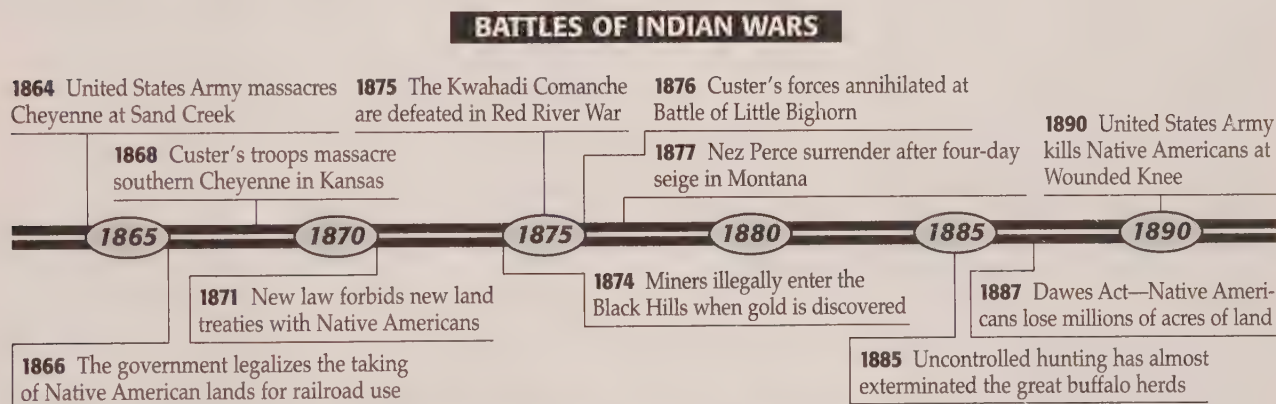
ANSWER KEY

- Students should conclude that the arrival of settlers would have resulted in a decrease in the extent of grasslands, as settlers plowed them for farms and settlements.
- Students should determine that the grasslands were buffalo habitats. Therefore, the loss of grasslands would have decreased buffalo population because the animals would have lost their source of food.

Practicing the Skill

- D
- A
- B

TIME LINE ACTIVITY 18



EVENTS AFFECTING NATIVE AMERICANS

LINKING PAST AND PRESENT ACTIVITY 18

- The FAO works to increase output of farmlands, fisheries, and forests.
- UNEP monitors changes in the environment and encourages and coordinates sound environmental practices.
- UNICEF provides many kinds of care for children in developing countries.
- The World Bank provides loans and assistance to developing countries to help finance reconstruction or development.
- WHO coordinates programs aimed at solving health problems involving food, immunization, and sanitation.
- WMO facilitates the world exchange of weather reports. The organization established World Weather Watch to track global weather conditions.

PRIMARY SOURCE READING ACTIVITY 18

Document-Based Question

Answers may vary. Student should mention that many businesses relied on children to increase production so they probably were not pleased with the author's desire to protect children since they were a cheap source of labor.

Answers will vary, but students' speeches should incorporate some of the descriptions of children's misery from Addams's account. Students should also make it clear what they wish legislators to do—pass laws to protect children from working long hours in harsh conditions. Some students may wish to deliver their speeches orally and persuasively.

GUIDED READING ACTIVITY 18-1

1. Colorado and Nevada; copper, lead, and zinc
2. to ship metals east, bring food and supplies to the miners in the west, make travel easier
3. The Civil War caused a shortage of beef in the east.
4. the herding of cattle 1,000 miles or more to meet the railroads
5. the Chisholm Trail and the Goodnight-Loving Trail
6. overgrazing from too many animals on the open range; overproduction, which drove cattle prices down; two severe winters that killed thousands of animals
7. Railroads made the journey easier and cheaper; above-average rainfall made the Plains better suited for farming; and new laws offered free land.
8. a law passed by Congress in 1862 giving 160 free acres of land to any settler who paid a filing fee and lived on the land for five years

9. Oklahoma Territory

10. buffalo

11. The government wanted to move Native Americans to reservations.

12. Sitting Bull and Crazy Horse

13. battle at Wounded Knee

14. to get the Native Americans to become farmers and eventually, U.S. citizens; to end identification with a tribal group

15. the Farmers' Alliance and the Populist Party

16. The democratic candidate, William Jennings Bryan, who was supported by farmers, was defeated in the 1896 Presidential election by William McKinley.

GUIDED READING ACTIVITY 18-2

1. natural resources
2. manufacturing
3. railroad
4. inventions
5. patents
6. coke
7. steel
8. Cyrus Field
9. Alexander Graham Bell
10. corporations
11. Andrew Carnegie
12. labor unions
13. immigrants
14. Ellis Island
15. tenements
16. settlement houses

GUIDED READING ACTIVITY 18-3

- I. A. a powerful organization linked to a political party

ANSWER KEY

- B. a law that makes it illegal for companies to limit competition
- C. They wrote articles and books exposing corruption in companies.
- II. A. Nineteenth Amendment
- B. Theodore Roosevelt
- C. 1. a system of twelve regional banks supported by a central board
- 2. investigate unfair trade practices
- D. unequal treatment based on race, religion, ethnic background, or place of birth
- E. National Association for the Advancement of Colored People
- F. to escape revolution and economic problems in Mexico
- III. A. expand its power overseas
- B. 1. Cuba
- 2. American newspapers blamed the Spanish for blowing up the battleship Maine.
- 3. United States

GUIDED READING ACTIVITY 18-4

- 1. a feeling of intense loyalty to one's country or group
- 2. to protect themselves from more powerful nations
- 3. Great Britain, France, Russia, United States, Japan, Italy
- 4. Germany, Austria-Hungary, Ottoman Empire
- 5. German U-boats attacked and sank American neutral ships, including the *Lusitania*.
- 6. It established the draft into military service.
- 7. a group of communists from Russia led by Vladimir Lenin

- 8. an agreement to end fighting
- 9. Treaty of Versailles
- 10. Republicans in the Senate thought it would limit America's independence.
- 11. There were fewer jobs than during the war, and management often refused to raise wages or keep them the same.
- 12. the fear of Communism taking over the country
- 13. They were concerned that immigrants would take their jobs and threaten their security.
- 14. Twenty-first Amendment
- 15. automobile

RETEACHING ACTIVITY 18-1

- | | |
|------|-------|
| 1. E | 7. B |
| 2. H | 8. C |
| 3. J | 9. G |
| 4. I | 10. A |
| 5. K | 11. D |
| 6. F | |

RETEACHING ACTIVITY 18-2

- | | |
|------|------|
| 1. C | 6. F |
| 2. G | 7. A |
| 3. I | 8. E |
| 4. H | 9. B |
| 5. D | |

RETEACHING ACTIVITY 18-3

- | Across | Down |
|-------------------|-------------------|
| 2. political | 1. Upton Sinclair |
| 3. discrimination | 2. Progressives |
| 5. seventeenth | 4. Roosevelt |
| 6. imperialism | 8. Sherman |
| 7. suffragists | |
| 9. José Martí | |
| 10. muckraker | |

ANSWER KEY

RETEACHING ACTIVITY 18-4

- | | |
|------|-------|
| A. 4 | G. 5 |
| B. 1 | H. 7 |
| C. 3 | I. 10 |
| D. 2 | J. 8 |
| E. 6 | K. 11 |
| F. 9 | |

Essay

1. Answers will vary but may refer to concerns that communism might spread to America and change Americans' way of life.
2. Answers will vary but may refer to the wish of many Americans to remain neutral for as long as possible, especially given Germany's promise to warn neutral ships before attacking.

ENRICHMENT ACTIVITY 18-1

Students' charts may vary but will probably include the following observations:

Sod houses were made of sod (soil and grass roots); log houses were made of tree logs and bricks.

Sod houses were built mostly by stacking the pieces of sod. Some were built in the sides of hills. Log houses were made by stacking logs and fitting the notched logs together at corners.

Students may mention the dirt floors and dustiness of a sod home, insect and mice infestations, and the problems during heavy rains. Students may mention draftiness, darkness, and so on in relation to log homes. Students' answers should demonstrate an understanding of the hardships of pioneer life discussed in Chapter 18.

Activity

Students' diagrams and observations will vary, but the discussion with class members should help to develop an appreciation of the hardships of everyday life during pioneer times.

ENRICHMENT ACTIVITY 18-2

The correct answers are given below. Accept answers that are reasonable even if not totally correct.

Item 1

Invention: sewing machine

Purpose: sew material

Inventor: Elias Howe

Date: 1846

How It Works: The wheel is turned to move the needle up and down. A spool on the left held the thread, which went through an eye on the needle.

Item 2

Invention: phonograph

Purpose: play music

Inventor: Thomas Edison

Date: 1877

How It Works: A round cylinder with recorded grooves representing recorded sound was placed in the machine and rotated against a needle. The needle moved up and down in the grooves, producing vibrations that were amplified by a cone-shaped horn.

Activity

Students' advertisements will depend on the invention they select, but should be persuasive, pointing out special features.

ENRICHMENT ACTIVITY 18-3

Who?—8,000 women marching for woman suffrage, Washington police, cavalry from Fort Myers, and an unruly crowd

What?—a pageant made up of women marching in support of women's right to vote that turned into a riot on the street

When?—March 3, 1913 (also the day that Woodrow Wilson arrived in Washington for his inauguration the following day)

Where?—in Washington on Pennsylvania Avenue heading toward the White House

ANSWER KEY

Why?—The marchers were marching peacefully and lawfully, in a pageant, to support an amendment to the Constitution allowing women to vote; the crowd harassed the women, creating riot-like conditions that required the intervention of the cavalry.

Activity

Students' signs and slogans will vary. Students should recognize that the writer does not express an opinion regarding the suffragists' cause but definitely takes the women's side against the unruly crowd that created the riot, which the writer described as unlike any seen at a Washington inauguration—presumably when crowds would be greatest and most agitated. The writer portrays the women as struggling against the crowd in a dignified manner, while the unruliness of the crowd stands out by the measures that had to be taken to suppress the crowd's action.

ENRICHMENT ACTIVITY 18-4

Symbols	Meaning
Hoe	Farmers are essential.
Hammer	Factory workers are essential.
Gun	Soldiers are essential.
Uncle Sam	the United States bringing all its resources to the war effort
Capitol	the Congress whose resolve and support are essential

Activity

Students' political cartoons will vary. Students should make use of powerful words, symbols, and images, such as those in the political cartoon featured, to support a current issue.

VOCABULARY ACTIVITY 19

- | | |
|-------------------|-----------------------|
| 1. Holocaust | 5. affluence |
| 2. genocide | 6. civil disobedience |
| 3. island hopping | 7. feminists |
| 4. stalemate | 8. embargo |

9. human rights

10. federal debt

11. terrorism

Using Vocabulary

Answers will vary but should reflect an understanding of the vocabulary words.

CHAPTER SKILLS ACTIVITY 19

1. close market, Hoover asks charities to help needy, and Roosevelt creates the Civilian Conservation Corps
2. Answers will vary but should include a strength or weakness based on each outcome.
3. Students should provide different solutions for the problems that have unsuccessful outcomes.

Activity

Answers will vary. Look for evidence of research. Students should use the problem solving process to form their proposals.

CRITICAL THINKING SKILLS ACTIVITY 19

Applying the Skill

1. Responses should include the idea that Roosevelt was reassuring the American people that, although the country was suffering economically, people could work together to solve national problems.
2. Roosevelt felt the main problem was finding jobs for people.
3. Roosevelt saw the main obstacle as fear because it could paralyze a country from moving ahead to solve the country's problems.
4. Yes; Roosevelt thought the federal government could give people jobs so that they could earn a living; the projects, too, would help the country.

ANSWER KEY

5. No; Roosevelt did not mention the previous administration directly or indirectly in this excerpt from his address.

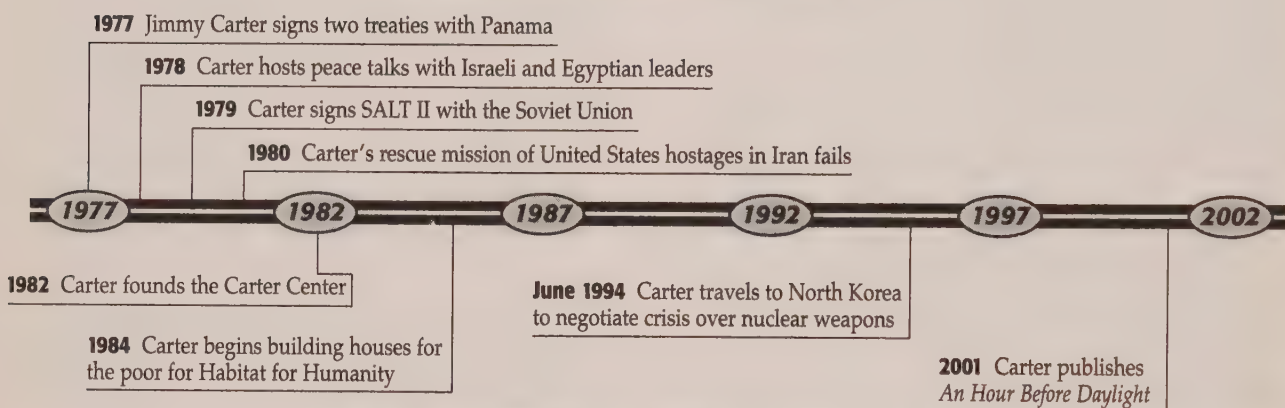
GEOGRAPHY AND HISTORY ACTIVITY 19

1. Alabama should be colored red.
The increase was 33.7 percent.

2. Louisiana should be colored blue.
The increase was 11.9 percent.
3. Tennessee should be colored green.
4. Mississippi should be colored yellow.
5. Yes; the Voting Rights Act of 1965 achieved its objective because African American voter registration increased in every Southern state.

TIME LINE ACTIVITY 19

PRESIDENTIAL YEARS (1977–1981)



POST-PRESIDENTIAL YEARS (1982–2001)

LINKING PAST AND PRESENT ACTIVITY 19

1. 1961; first human orbital flight
2. 1962; first American to orbit the earth
3. 1963; first woman in space
4. 1969; first moon landing
5. 1981; first reusable space vehicle

PRIMARY SOURCE READING ACTIVITY 19

1. Jobs now open only to white people will become available to African Americans.
2. Answers will vary but should include the basic information that a boycott is an economic form of protest. Boycotts are effective only when enough consumers band together to have an impact on the pocketbook of a business owner.

Song lyrics will vary but should reflect a current civil rights issue.

GUIDED READING ACTIVITY 19-1

1. October 1929
2. economy
3. Great Depression
4. railroad
5. millions
6. Franklin Delano Roosevelt
7. Public Works Administration
8. 1920s
9. dictators
10. Japan
11. neutral
12. Allies

ANSWER KEY

13. surrendered
14. 1944
15. 1945
16. Japanese
17. atomic
18. World War II
19. 50 million

GUIDED READING ACTIVITY 19-2

1. a commitment to help nations resist communism
2. Dwight D. Eisenhower
3. Korea
4. to build a network of interstate highways that would provide easy transportation for military forces in case of an attack
5. 1959
6. that segregation in schools was unconstitutional
7. the Civil Rights Act of 1964
8. Martin Luther King, Jr.
9. women, Hispanics, and Native Americans
10. César Chávez
11. 1968
12. Fidel Castro
13. communist repression
14. more than 500,000
15. Vietnamization
16. demonstrations on college campuses throughout the nation
17. about 1.4 million

GUIDED READING ACTIVITY 19-3

- I. A. 1. Henry Kissinger
2. He introduced revenue sharing—a plan for giving federal taxes back to the states.

- B. August 8, 1974
- C. 1. by cutting taxes and increasing government spending
2. opening of economic and diplomatic relations between Israel and Egypt

II. A. Mikhail Gorbachev

- B. a massive attack that President Bush launched on Iraq's forces in order to free Kuwait
 - C. 1. the gradual removal of tariffs and other trade barriers on most goods produced and sold in North America
 2. education and health care
 - D. 270
 - E. Secretary of Labor Elaine Chao
 - F. the largest reduction in federal taxes since 1981
 - G. the use of American troops only when a vital interest is at stake and there is a clear and realistic goal
- ### III. A. administers trade practices between member nations
- B. more than 10 percent
 - C. major changes in weather patterns, the environment, and crop production
 - D. the explosion of the Federal Building in Oklahoma City and the shootings in a Colorado high school

GUIDED READING ACTIVITY 19-4

1. September 11, 2001
2. Islam
3. 1979
4. Osama bin Laden
5. Muslims
6. in the African countries of Kenya and Tanzania

ANSWER KEY

7. He ordered cruise missiles launched at terrorist bases in the Sudan and Afghanistan.
8. drive American and other non-Muslims out of the Middle East
9. They provided rescue and medical help, donated blood, attended prayer services and vigils, raised money, collected supplies, and helped in many other ways.
10. to prevent people from turning their anger against Muslims in the United States
11. Pennsylvania governor Tom Ridge
12. It gave federal prosecutors and FBI agents new powers to investigate those who plot or carry out acts of terrorism.
13. They responded with statements of sympathy and outrage.
14. Tajik and Uzbek
15. turn over bin Laden and his supporters

RETEACHING ACTIVITY 19-1

Section I

- | | |
|------|------|
| A. 5 | D. 4 |
| B. 2 | E. 1 |
| C. 6 | F. 3 |

Section II

- | | |
|-------|-------|
| A. 8 | G. 7 |
| B. 2 | H. 3 |
| C. 11 | I. 5 |
| D. 4 | J. 10 |
| E. 9 | K. 6 |
| F. 1 | |

RETEACHING ACTIVITY 19-2

- I. American Growth and Prosperity: C, F, J
- II. Demands for Change: A, H, K, O, P
- III. Increased Equality: D, G, N

- IV. Kennedy's Foreign Policy: I, Q
- V. War in Vietnam: B, E, L, M

RETEACHING ACTIVITY 19-3

Richard Nixon: B, E, H, K, N

Bill Clinton: C, F, G, I, J, L

Both: A, D, M

Essay

1. Answers may include: Carter based his foreign policy on human rights—a concern that governments around the world grant more freedom to their people. He withdrew economic and military aid from such countries as Argentina, South Africa, and Iran.
2. Reagan began a rapid buildup of American forces. By cutting taxes while increasing military spending, Reagan greatly increased the federal debt—the amount of money the government had to borrow to pay for its programs.

RETEACHING ACTIVITY 19-4

1. Taliban
2. al-Qaeda
3. World Trade Center
4. counter-terrorism
5. USS *Cole*
6. Homeland Security
7. Osama bin Laden
8. fundamentalists
9. September 11, 2001
10. terrorism—the use of violence by groups against civilians to achieve a political goal

ENRICHMENT ACTIVITY 19-1

1. everywhere in the world
2. Answers will vary, but students will be likely to say that Roosevelt's vision was

ANSWER KEY

for a world order based on American democratic ideals.

3. Answers will vary. Some students may cite the fall of the Soviet-backed dictatorships as evidence that world societies are freer. Others may note that many countries still have many needy people and many who live in fear. Accept any answers that students can justify.

Activity

Students' answers will vary. Students should make a comparison to the ideals of the Revolutionary period, mentioning the similar freedoms guaranteed in the Bill of Rights—freedom of speech and religion, as well as freedom from fear of government misdeeds—and the Declaration of Independence—the rights to life, liberty, and the pursuit of happiness. The idea about armament contrasts with the colonial right to bear arms because, in part, vast weapons of destruction did not exist in colonial times. Students' comparisons to today's ideas of freedom and their evaluations of the importance of Roosevelt's four freedoms should be supported with reasons.

ENRICHMENT ACTIVITY 19-2

1. 1945
2. four years
3. Pilotless rocket missiles were built and the United States Navy tested the atomic bomb.
4. one year
5. The transistor was invented.

Activity

Students should note that most, if not all, of the inventions could be used for defense. Students should describe reasonable, defense-related uses. Students' memos will vary.

ENRICHMENT ACTIVITY 19-3

1. 1989
2. the uprising in Tiananmen Square
3. Strategic Arms Reduction Treaty, end of the Soviet Union, and United Nations' trade boycott of Serbia
4. two years
5. Poland

Activity

Students' scrapbooks will vary depending on the area they chose. Look for evidence of research and an appreciation of what it must have been like to be in the region during turbulent times.

ENRICHMENT ACTIVITY 19-4

Across

2. acts of terrorism
4. Kenya and Tanzania
6. Tom Ridge
7. NATO members
8. Muslims

Down

1. Afghanistan
3. George W. Bush
5. Yemen

Activity

Maps should be of one of the following countries: Afghanistan, Yemen, Kenya, or Tanzania.

TEACHER NOTES

TEACHER NOTES

TEACHER NOTES

TEACHER NOTES

TEACHER NOTES

TEACHER NTES

TEACHER NOTES



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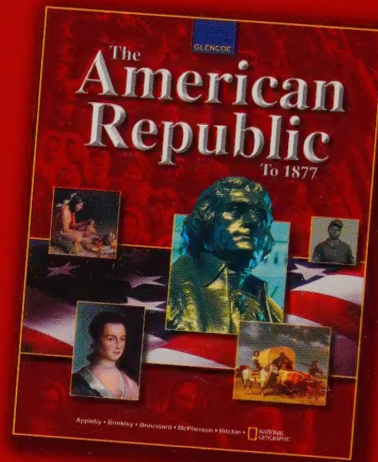
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